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INTERMEDIATE
GENERAL
Summary
ENGLISH

Intermediate General English

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Education, U.P. for Intermediate Classes]**

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Board of Advisers :

Sri M.S. Chaudhry, Sri R.D. Gupta, Sri K.K. Trivedi

Board of Editors :

Sri S.B. Singh, Sri H.P. Srivastava, Sri D.D. Joshi, Sri M.D. Saxena, Sri B.D. Pant, Sri S.P. Srivastava, Smt. U.K. Sharma (Lit. Asstt.)

Parishad Sachiva :

Sri Mahanand Mishra

English Committee :

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Sri R.S. Saini, Sri A.N. Dikshit, Sri P.R.M. Tripathi,
Sri Pavnesh Kumar**

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FOREWORD

विपमाला कश्यप
सुशिला भार्गव

In pursuance of its policy to effect qualitative improvement in education at the Higher Secondary stage and to bring about uniformity in regard to the use of text books throughout the State, the Board of High School and Intermediate Education, Uttar Pradesh has, at the instance of the State Government, decided to plan and produce carefully designed books for some of the important areas of study in a phased manner. As a result to their decision, the Board is bringing out this year the following standardised text books in English for the Intermediate classes:

1. Intermediate English Prose
2. Intermediate English Poetry
3. Intermediate English Short Stories
4. Intermediate General English
5. Intermediate English Drama (Julius Caesar)

A lot of effort has gone into the preparation of these books, each of which was entrusted to a separate Board of Editors guided and supervised by a separate Advisory Board consisting of experienced teachers of English, subject experts and teacher educators.

These books have been prepared primarily to meet the specific language requirements of the students of Intermediate classes. The entire material has been so selected and the exercises so designed as to help the students develop their linguistic abilities and to acquire sufficient command over the skills of Reading and Writing. Although the skills of Reading and Writing in view of the importance of English in India today have received greater weightage in these books, the skills of Listening and Speaking have not been neglected. The material included for developing linguistic abilities and the language skills deals with a variety of topics of educational value presented in various forms. The selections in poetry, prose, drama, grammar are within the comprehension range of the learners—suited to their age, interest and experience.

New insights have been given in the book in General English, keeping in view the developments in contemporary English grammar. The analytic approach has been used in dealing with the areas of syntax. Illustrative sentences have been selected so as to make points of language-teaching

lucid and clear to the students at this stage. Unseen exercises have been selected to develop the twin skills of comprehension and expression. Translation has been correlated with grammar. The main emphasis is on function, not on form. Effort has been made to guide the students to a fair degree of free expression.

We do not claim perfection for the books produced since we know that no work can be absolutely final, much less a text book. It will always be a case of little done and a lot remaining to be done.

In conclusion, I wish to express my grateful thanks to the Boards of Editors and Advisers who took great pains in preparing the manuscripts within the tight time-schedule and to the English Committee for going through the manuscripts and approving them. I am also grateful to the authors and publishers who have kindly permitted the inclusion of their copyright material in these books. I am deeply aware of the tireless effort made by the Text-book Nationalization Section with its entire staff, and would like to place on record my warm appreciation of their excellent co-operation.

B.P. Khandelwal
Director of Education
and
Chairman, Board of High School
& Intermediate Education
Uttar Pradesh

To the Teacher

The book *Intermediate General English* has been designed and written primarily to meet the needs of students at the Intermediate level in Uttar Pradesh. It strictly conforms to the latest syllabus in English, prescribed by the Board of High School and Intermediate Education, U.P., Allahabad. The book comprises chapters on Grammar, Idioms, Figures of Speech, Translation, Comprehension of unseen passages, composition and vocabulary. There are twenty two chapters, in all, in the book.

The chapters on grammar offer a new perspective and a fresh approach to the teaching of grammar so that both the teachers and the students may have an idea and learn how a knowledge of the structure of a sentence and the syntactic relationship of words forming different units of a sentence, help a second language learner acquire the skill of effective communication. The presentation of material and exercises on different areas of grammar offer the readers of this book an opportunity to share the insights of great modern celebrities in the field of communicative approach to language teaching and communicative grammar. Evidently, the book lays greater emphasis on the teaching of both-usage and use in the English language and does not encourage the teaching of grammar per se.

The grammatical terminology used in the book retains a great deal of the old and traditional terminology but the terms have been redefined. Additional or modified explanations are given to facilitate understanding of the concepts lying behind the terminology. The students have already been made familiar with this terminology at the High School stage.

A book which is hoped to serve as a guide for speaking and writing good and idiomatic English could not be made completely descriptive. Neither it is wholly prescriptive pronouncing do's and don'ts at every stage. It is felt that a happy blend of the prescriptive and descriptive treatment of grammar will be found interesting, enjoyable and useful by the student community and by anyone who reads the book with discretion.

The selection of frequent and useful idioms, phrasal verbs and prepositional phrases for inclusion in the relevant chapters was a difficult

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PART I

THE SYNTAX IN ENGLISH

Introduction : We express our thoughts, ideas, feelings or emotions in sentences. A systematic knowledge of and practice in sentence-construction is, therefore, essential for learning English. The syntax of English deals with the rules governing the grammatical arrangement of words in a sentence to show their connection and relation.

"Syntax treats of the relations of words or group of words to one another in sentences"—Curme

The words in a sentence are used in such form and order as to convey the meaning intended. In the sentence "Jack and Jill are sitting on a wall," the form of the verb—"are" agrees in number and person with its subject 'Jack and Jill'. In fact, the meaning of the two sentences (i) 'Jack is sitting on a wall' and (ii) 'Jill is sitting on a wall' has been conveyed in one sentence by joining two subjects (Jack, Jill) with the conjunction 'and'. The rule of concord or agreement between the subject and the verb demands the use of the plural form of the verb when the subject of the sentence is made up of different subjects joined by 'and'. In the sentence "John and Mary were doing their work", the use of the third person plural form of the pronoun—"their" is obligatory because the rule of concord of person demands it. Here the meaning conveyed by two sentences (i) 'John was doing his work' and (ii) 'Mary was doing her work' has been conveyed in one sentence. The two subjects—"John" and "Mary" have been joined by the conjunction 'and'. The choice of the third person possessive plural form of the pronoun—"their" becomes obligatory because the subject is third person plural. Evidently, a clear understanding of the parts of speech (noun, adjective, verb, etc.), their forms and functions, and the position which they can take in the structure of a noun phrase or verb phrase, form the foundation of syntax.

1. THE NOUN

Study carefully the use of nouns in the following sentences:

(The words printed in italics are nouns)

1. *Solomon* was famous for his *justice*. न्याय - न्याय
2. *Gold* is a precious *metal*. सोना - एक बहुमूल्य धातु है
3. Whose *caule* are these? किसके काण्ड हैं
4. *Fish* live in *water*. पक्षियों के गाय हैं
5. Is this *news* correct? क्या यह समाचार सत्य है
6. He has no *idea* of my *difficulties*. मुझे कोई कठिनाई नहीं है
7. A *sheep* is a useful *animal*. भेड़ के लाभकारी हैं
8. *Physics* is a *science*. भौतिक एक विज्ञान है

1. Nouns occur as subjects of verbs, objects of transitive verbs, complements of linking verbs (intransitive verbs of incomplete predication) or objects of prepositions in a sentence. They refer to persons, animals, places and things. Some nouns refer to objects and substances that have physical existence (*Solomon, metal, gold, animals*, etc.) while others refer to qualities, characteristics or experiences, mental or physical state that have no concrete shape or size but are abstractions (*justice, difficulty, idea* etc.).

1.1 Proper nouns refer to particular persons, places or things. Such nouns have no plural forms. No article is used in front of them. The proper noun always begins with a capital letter:

1. My father lives in *Kanpur*.
- ... *India* is the second largest country in *Asia*.
3. *Mt. Everest* is the highest peak in the world.

1.2 All nouns except Proper nouns begin with a small letter. Some of these refer to objects that are concrete and can be counted. Others refer to objects that are concrete but cannot be counted. They refer to substance or material of which objects are made.

There are still others that refer to qualities, state or characteristics that can be counted (*problem, difficulty, idea* etc.). While some of them refer to qualities and characteristics that cannot be counted (*justice, honesty, greed, happiness* etc.).

All nouns except Proper nouns may be put under a broad category of

1.3 Common nouns are sub-divided into two categories:

- i. Countable Common nouns
- ii. Uncountable/Mass Common nouns

1.4 Countable nouns such as *man, class, city* can be preceded by the numeral *one* and may have a separate plural form (*men, classes, cities*) which can also be preceded by a numeral higher than *one* and indefinite numeral *some, many* etc.

1. There was one *man* at this gate.
2. There were several *men* at the other gate.
3. There are forty students in the *class*.
4. There are more than 130 students in all the *classes*.

1.5 Mass nouns or uncountable nouns like *butter, water, gold*, etc. cannot be preceded by *one* or the articles *a* and *an*. However, the definite article *the* can be used to indicate that the speaker is referring to a particular example of a class of the thing. We say:

1. *Water* is colourless. (refers to water as a class of the object)
2. The *water* is boiling. (refers to water as an example of the class)
3. *Butter* is made from *milk*.
4. The *butter* in the dish smells foul.

But we do not say:

The water is colourless.*

The butter is made from milk.*

Mass nouns haven't got separate plural forms. They can be preceded by such words as *enough, much, little, a lot*, etc.

5. There is *enough milk* in the bottle.
6. There isn't *much butter* left in the dish.

1.6 A number of nouns may be used either as Mass nouns or as Countable nouns according to the speaker's intended meaning :

Mass nouns

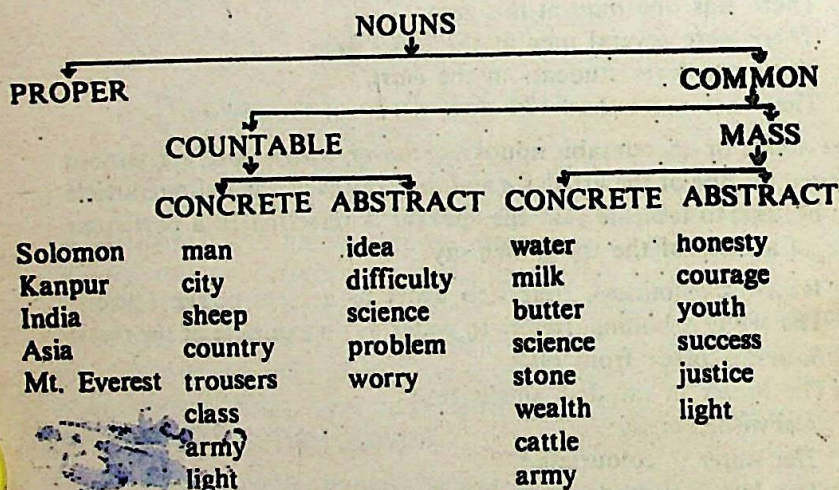
1. There is no *light* in the room.
2. *Light* travels faster than sound.

Countable nouns

1. There is a *light* by my bed.
2. Switch off the *lights*, please.

3. *Success or failure* does not matter. much to me.
4. My house is built *of stone*.
5. There is no conflict between *science* and religion.
3. Your first play was a *failure* but the second was a great *success*.
4. The *stone* in my shoe hurt my toe
5. Linguistics is a *science*.

1.7 The categories of nouns discussed earlier can be presented in the form of a tree diagram :



1.8 Most countable nouns have two forms (i) *Singular* (ii) *Plural*. A singular countable noun refers to one object and must take an article in front of it. If the reference is general and not specific or unique, the article *a/an* or *the* stands in front of a singular countable noun. The article *the* is also used to show specific or unique reference.

- | | |
|--|----------------------|
| 1. A <i>bird</i> has wings. | (General reference) |
| 2. The <i>bird</i> has wings. | (General reference) |
| 3. <i>Birds</i> have wings. | (General reference) |
| 4. There is a <i>bird</i> in the cage. | (General reference) |
| 5. The <i>bird</i> has red beak. | (Specific reference) |

1.9 The plural form of a noun is usually made by adding *-s* or *-es* to the

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singular form. Nouns ending in *o*, *ss*, *ch*, *sh*—or *x* are made plural by adding—*es* to the singular.

Singular	Plural	Singular	Plural
boy	boys	mango	mangoes
girl	girls	ass	asses
book	books	branch	branches
flower	flowers	brush	brushes
bee बी	bees बहुरूपी	box	boxes

1.10 Foreign or abbreviated words ending in *o* are made plural by adding *s* only.

Singular	Plural	Singular	Plural
Piano	Pianos	photo	photos
Canto कान्त	Cantos	memento मिनटि	mementos यादगार
dynamo डायनोमी	dynamos	quarto क्वार्टो	quartos - रूक चौधरी

1.11 The plural forms of the following nouns are to be learnt by heart.

Singular	Plural	Singular	Plural
man	men	woman	women
foot पांव	feet	tooth	teeth
goose गूँस	geese राजहंस	mouse मूँहिया	mice
ox आकस	oxen मोठ	child	children

Bullock बल्लूक - बैल Cart कार्ट - गाड़ी

गोश्लिकिंग
मिनटि =
हंस का वस्त्र

1.12 Nouns ending in *y* and preceded by a consonant are made plural by changing *y* into *i* and then adding —*es*.

Singular	Plural	Singular	Plural
baby बेबी	babies	city	cities
country	countries	story	stories

गांव देश

1.13 The following nouns ending in *f* or *fe* drop their *f* or *fe* and take *ves* when they are changed into their plural forms.

Bullock Cart - बल्लूक कार्ट = बैल गाड़ी

Singular	Plural	Singular	Plural
wife	wives	life	lives
knife बाइफ	knives कनिव्स	wolf वुल्फ	wolves वुल्फ्स
calf काल्फ	calves काल्व्स	shelf शेल्फ	shelves शेल्व्स
loaf लोफ	loaves लोव्स	thief थीफ	thieves थीव्स

1.14 Among names of animals, *deer* and *sheep* do not have their plural forms :

1. The deer is a beautiful animal. हिरण एक प्यारा जानवर है।
2. The deer are sitting in the shade of the tree. पेड़ के छाया में बैठे हैं।
3. The sheep is a stupid animal. भेड़ एक मूर्ख जानवर है।
4. The sheep are grazing in the field. भेड़ें चराहट कर रही हैं।

1.15 Foreign plural forms are used of a number of words borrowed from languages such as Latin, Greek and French. There is, however, a strong tendency today to use regular plural forms of these words when the word is used in the ordinary sense and use the foreign plural form when it is used in a specialized sense in a scientific or technical context. For example-

1. When the responses to given stimuli are rewarded, the subject stores or retains them. (technical sense)
2. He worked harder and harder, as he got several stimuluses from his employer. (general sense)

1.16. The following nouns may be used both in their foreign plural forms or in their regular plural forms.

terminus	जो कफली के	termini		terminuses	
cactus	ककटस	cacti	ककटि	cactuses	ककटिसस
radius	रेडियस - वृज्या	radii	रेडि	radiuses	
stimulus		stimuli		stimuluses	
genius	जिनियस -	genii	प्रतिभा सम्पत्ति	geniuses	जिनियसेसस
antenna		antennae		antennas	
formula	फारमुला	formulae	फारमुलाए	formulas	फारमुलाफ = प्र
amoeba	अमोबीया -	amoebae		amoebas	

1.17. Nouns from foreign words ending in— us have their plural in—ora

genit - pu.

दिन्नी - भूत उक्त पिशाच दिन्नी विशाद रूप धारण अ

Patience - धैर्य

or —era. These nouns are always used in their foreign plural forms. e.g.,

genus genera corpus corpora

1.18 Nouns from foreign words ending in —um form their plural in —a.
e.g.,

curriculum	curricula	bacterium	bacteria
erratum	errata	medium	media
memorandum	memoranda	symposium	symposia

Notice that the plural ending—*a* appears in *agenda* and *data*, though *agenda* is generally acceptable in modern English as a countable singular noun.

Is there an agenda for the meeting?*

Data is also used both as a mass noun and as a countable plural noun.

- (1) The results of the experiment are still uncertain :
There are enough *data* yet.*
- (2) The *data* is ready for processing. (used in the case of a computer only)

1.19 Nouns from foreign words ending in —is form their plurals in —es.
e.g.,

axis	axes	basis	bases
crisis	crises	hypothesis	hypotheses
oasis	oases	thesis	theses

1.20 Some nouns refer to objects as belonging to a group or a set. These nouns are known as group nouns. Group nouns like other nouns may be used in the singular or in the plural form.

A list of a few of the special group nouns that refer to their members is given below :

* R.A. Close : A Reference Grammar for Students of English, p. 116

व्यक्तिगत जै यदि संकेत करें इसकी आइसिस

an army (of soldiers)	a crew (of persons working on an aircraft or a ship)
एक सैनिकों के समूह की शक्ति	
a crowd (of people)	a gang (of thieves, outlaws)
एक भीड़	
a herd (of cattle)	a pack (of hounds, cards)
एक झुंड	
a flock (of sheep)	a bouquet (of flowers)
एक झुंड	
a jury (of judges)	a stack (of wood, hay, corn)
एक जुरी	
a hand (of bananas)	a bale (of cotton, wool)
एक हाथ	
a sheaf (of corn, arrows)	a posse (of policemen)
एक शीफ	
a set (of furniture)	a suite (of rooms)
एक सेट	

1.21 A number of group nouns refer to a group of people having a special relationship with one another, or brought together for some specific purpose :

crowd - crowd, tribe, family, committee, club, audience, government, administration, team etc.

These nouns may be followed by a singular verb or a plural verb depending on the meaning that the speaker intends to convey.

1. The *crowd* were deeply affected.¹
2. There was an immense *crowd* to greet the new Prime Minister.
3. My *family* are early risers.²
4. Our *family* is very small.

1.22 Some nouns ending in— take a singular verb. When the ending—s of these nouns is dropped they change into different parts of speech.

R.B. Long in his book 'The Sentence and its Parts' P. 211 points out "The basic forms of collectives are most likely to exhibit plural force when personal pronouns are made to refer to them in new main clauses or in later parts of split clauses."

Examples : The army wasn't much interested in him. They took one look at him and turned him down— The crowd was stirred, and their responses showed it.

1. Poutama, Grammar II, Ch XXVI, 9C

2. Jespersen, M E G, II, 4-814

जनता के लिये = for the people

" " के लिये = to the people

" " से = by the people

1. *Classics* is my choice. (Noun)
2. This is a *classic* example of our people's forbearance. (Adjective)
3. *Linguistics* is an interesting subject. (Noun)
4. *Linguistic* diversity should not stand in the way of our national unity (Adjective)

1.23 The following nouns ending in—s are usually thought of as singular and take a singular verb :

- (i) NEWS : The *news* is correct.
- (ii) SOME DISEASES : *measles, mumps, rickets*
Mumps is an infectious disease.
- (iii) SUBJECT NAMES ending in—ies : *classics, linguistics, mathematics, physics, economics, phonetics, statistics, statics, dynamics*
 1. *Physics* is a difficult subject.
 2. *Economics* has always been my favourite subject.
- (iv) SOME GAMES : *billiards, darts, draughts.*
Billiards is not as popular as cricket in our country.
- (v) SOME PROPER NAMES : *Algiers, Athens, Brussels, Marseilles, Naples, Wales, The United Nations, The United States*

1.24 Some nouns ending in—s refer to tools and articles of dress having two equal parts which are joined together to make one object. These nouns take a plural verb. These objects can be made countable by putting *a pair of* in front of them.

These *trousers* are expensive.

This pair of trousers is expensive.

These pairs of trousers are expensive

The following names of tools and articles of dress need attention :

<i>binoculars</i>	<i>pliers</i>	<i>scales</i>
<i>scissors</i>	<i>tongs</i>	<i>glasses</i>
<i>spectacles</i>	<i>knickers</i>	<i>pants</i>
<i>pyjamas</i>	<i>shorts</i>	<i>trousers</i>

1.25 The following nouns ending—s are plural and cannot be used in the singular. A few of these can be used in the singular with a change in meanings.

amends
annals
archives
arms (weapons)
arrears
clothes
contents
customs
earnings
fireworks
goods
letters
lodgings
looks
manners
outskirts
pains
particulars
regards
remains
riches
savings
spirits
stairs
surrounding
thanks
valuables
wits

make *amends*
 in the *annals* of space travel
 the *archives* of a country
 take *arms* against
arrears of pay
 woollen *clothes*
contents of the letter
 the department of *customs*
 parents' *earnings*
 the display of *fireworks*
 consumer *goods*
 a man of *letters*
 private *lodgings*
 having good *looks*
 show good/ bad *manners*
outskirts of the village
 take *pains*
 write/give *particulars*
 pay *regards*
remains of a civilization
 a man of *riches*
 annual *savings*
 be in good *spirits*
 a flight of *stairs*
 healthy *surroundings*
 offer *thanks*
valuables in the chest
 at one's *wits* end

1.26 The apostrophe *s* and *of* genitive are the two markers of genitive case of nouns in English. But to make a right choice between the two genitive markers is not always easy.

1. We need your parents' consent in this matter.
2. We need the consent of your parents in this matter.

In fact, the two forms—*s* genitive and *of* genitive should not be regarded as variant forms of the genitive. It is not unusual to find

compelling reasons to select one or the other genitive construction in a given environment.

The choice of the 's genitive is largely determined by the gender classes represented by the noun. Generally speaking the 's genitive is taken by the nouns that refer to human beings and domestic animals which are credited with some intelligence and considered of a higher order as opposed to creatures of a lower order such as *mosquitoes, flies, rats*, etc. A few examples of the 's genitive are given below :

a *child's* bed
a *man's* duty
a *doctor's* shop
a *cat's* tail

children's toys
men's hostel
doctors' meeting
dogs' bark

1.27 The genitive 's is not generally used with inanimate (non-living) nouns. *Of* genitive is normally used with such nouns, instead:

the back *of* the river
the top *of* the hill

the flowers *of* the plant
the back *of* the chair

1.28 The s — genitive is used in the following cases:

(1) Personal names

Mohan's book

(2) Nouns demanding the use of *his, her, their*, as pronouns

Salma's garden

the *boy's* shirt or his shirt

the *girl's* frock or her frock

the *worker's* union or their union

(3) Collective Nouns

the *government's* policy

the *nation's* security

(4) Higher order animals and domestic animals

the *lion's* share

the *elephant's* trunk, the *dog's* bark

(5) Geographical and institutional names.

India's progress

the *school's* playground

(6) Nouns referring to the length of time

a *moment's* thought

a *day's* work

(7) Fixed expressions

a *month's* holiday
 a *year's* expenditure
 the *ship's* captain
 at *one's* *finger's* ends
 at *arm's* length
 to *one's* *heart's* content
 at *death's* door

1.29 The *of*-genitive is the usual form in measure and partitive expressions :

a kilo *of* sugar (measure)
 a packet *of* cigarettes (measure)
 the roof *of* the house (partitive)
 the fence *of* the garden (partitive)

EXERCISE 1

Fill in the correct *present tense form* of the verb given in the brackets at the end of each sentence :

1. A large crowd.....expected at the station to greet the Prime Minister.
(be)
2. The pair of black shoes.....almost worn out. (be)
3. There.....plenty of time for the preparation for the examination.
(be)
4. There.....plenty of examples to explain this point. (be)
5. This pair of trousers.....cost me fifty rupees. (have)
6. The rich.....little sympathy with the poor. (have)
7. Those articles of furniture.....not required in our office. (be)
8. The crowd.....running helter skelter on hearing the firing by the police. (be)
9. Our family.....difference in opinion on the issue of dowry. (have)
10. The criteria of selection.....known to the candidates. (be)

EXERCISE 2

Correct the mistakes, if any, in each of the following sentences:
 (Rewrite the correct sentences.)

1. All the players were in high spirit.

2. Our surrounding is awful.
3. I could not get good mark in English.
4. He took his clothings and left the place without informing us.
5. Can we rely on these informations?
6. There was lot of mistakes in your exercise.
7. Please pay my regard to your parents.
8. In the event of an attack we will be forced to take arm against the enemy.
9. There is lot of money in his account in the bank.
10. We must set a good example for our offsprings to follow.

EXERCISE 3

Fill in the correct *present tense form* of the verb given in the brackets at the end of each sentence:

1. The pair of scissors on my table.....blunt. (*be*)
2. The cutleryfrom Sheffield..... famous all over the world. (*be*)
3. Sheep us wool. (*give*)
4. The poultry.....given him a good deal of profit-this year. (*have*)
5. Mrs. Mathewscoming tonight by Assam Mail. (*be*)
6. Measlesbroken out in our village. (*have*)
7. The stray cattle in the roadaccidents. (*cause*)
8. The Netherlandsa large number of tourists every year. (*attract*)
9. The audiencerequested to sit in the chairs marked for them. (*be*)
10. The contents of the confidential letter..... secret. (*be*)

EXERCISE 4

Correct the mistakes, if any, in the following sentences :

1. The scenerics of Kashmir are most charming.
2. The surrounding of my lodgings are pleasant.
3. Lights travel faster than sounds.
4. The arrear of D.A. for the last three months has not been paid to the employees yet.
5. He has bought costly furnitures.
6. A pack of hound attacked the herd of sheep and killed a few.
7. These news have disturbed the peace of my mind.
8. He does not appear to have any brain.
9. Our room's roof leaks badly in the rainy season.
10. The son of Mr. Brown's is a famous surgeon.

2. THE ADJECTIVE

Study the use of the adjectives printed in italics in the following sentences :

1. We live in a *large* house.
2. I am the *tallest* member in my family.
3. Your *clever* trick will not work on him.
4. My brother is *tall*.
5. I am *taller* than my brother.

The adjectives printed in italics describe the kind or quality of a person or thing. The adjective *large* describes the size of 'house'. The adjective *clever* describes the kind of 'trick'. Such adjectives are called *Adjectives of Quality or Descriptive Adjectives*.

The adjective *large* is used along with the noun 'house', which it describes. The adjective *clever* immediately precedes the noun 'trick', which it describes. The adjective *tallest* is also used along the noun 'member', which it describes or qualifies. These adjectives have been used as attributes of nouns. They are, therefore, said to be used *Attributively*.

The adjective *tall* qualifies the noun 'brother' but it is not used along with the noun it qualifies. It follows the verb 'is' and forms part of the predicate. It is, therefore, said to be used *Predicatively*.

Most Adjectives of Quality or Descriptive Adjectives can be used *Attributively* or *Predicatively*. For example:

Attributive Use

1. This is a *long* poem.
2. *The mad* dog bit the child.
3. The *timid* boys hid behind the bushes.
4. The *red* flowers have faded.

Predicative Use

- This poem is *long*.
 The dog was *mad*.
 The boys were *timid*.
 Those flowers are *red*.

Some adjectives occur predominantly in attributive position. They do not characterise the referent of the noun directly. For example, an old servant ('One who has been a servant for a long time') does not

necessarily imply that the person is old. In this case we cannot relate 'his old servant' to 'his servant is old'. Here the adjective *old* refers to the service and does not characterize the servant. In this use, old is used only attributively.

A few examples of the adjectives that are used attributively. are given below :

a <i>certain</i> ('sure') winner	a <i>real</i> ('undoubted') hero
a <i>complete</i> fool	a <i>perfect</i> idiot
a <i>close</i> friend	a <i>strong</i> opponent
his <i>entire</i> salary	a <i>great</i> leader
our <i>former</i> principal,	the <i>late</i> President
an <i>atomic</i> scientist	a <i>fast</i> train

Adjectives that are restricted to predicative use tend to refer to a temporary condition rather than to a characteristic of the noun which they qualify. The most common of these refer to health or lack of health—*faint, ill, well, unwell*.

1. My mother is *ill*.
2. He is *unwell*.

Most Adjectives of Quality are gradable, that is to say, can be modified by adverbs which convey the degree of intensity of the adjective. They have different forms to show comparison. These three forms are known as the three degrees of comparison—(i) the Positive Degree (ii) the Comparative Degree (iii) the Superlative Degree.

For example :

1. That man is *tall*.
2. That man is very *tall*.
3. That man is much *taller* than his friend.
4. That man is the *tallest* of all.

सम्बन्धित विशेषण

Positive Degree	Comparative Degree	Superlative Degree
able	abler	ablest
big	bigger	biggest

इसी	easy	आसान	आसान	आसान
होत	hot	गहना	hotter	होत

Some adjectives have irregular forms for the comparative and superlative degrees :

Positive	Comparative	Superlative
good, well	better	best
bad, ill, little	worse	worst
much	less, lesser	least
many	more	most (quantity)
late	more	most (number)
old	later, latter	latest, last
far	older, elder	oldest, eldest
fore	farther	farthest (distance)
fore	former	foremost, first
fore	further	furthest (movement)
(in)	inner	inmost, innermost
(up)	upper	upmost, uppermost
(out)	outer	utmost, uttermost

The comparative degree forms—*junior*, *senior*, *superior*, *inferior* take the preposition 'to' after them and do not admit the use of 'than'.

For example:

1. Mr. Pandey is *senior* to Mr. Chauhan.
2. This blanket is *inferior* to that.

Where there are two forms for the comparative degree of an adjective, each form is restricted to a particular use.

Note : The forms in bold letters are not used as adjectives but their corresponding forms in the comparative and the superlative degree are used as adjectives.

later, latest, latter, last

later and *latest* refer to time. For example:

1. The *latest* edition of this book is available.

2. This edition is *later* than that.
3. Ravi came here after Anil.
4. The *latter* boy is a good player.
5. The *last* match of the tournament will be played in Shivaji Stadium.

older, oldest; elder, eldest

Older and *oldest* are used of both persons and things. 'Older' is always followed by 'than.' *Elder* and *eldest* are used only of persons, not of animals or things. They refer to 'age' or seniority of members of the same family.

For example :

1. Lata is *older* than Radha in my class.
2. Manjeet Singh is the *oldest* man in our village.
3. This is the *oldest* temple in this town.
4. Mr. Varma has three sons—Arun, Varun and Tarun. Arun is the *eldest* of the three. Varun is *elder* to Tarun.

farther, further

Farther means more distant or advanced while *further* usually means additional.

For example :

1. Delhi is *farther* from Kanpur than from Agra.
2. Admission list will be declared without *further* delay.

The comparative degree forms of a few adjectives have lost their comparative meaning and are used like the positive degree forms. They are not followed by *than*. These forms are:

former, latter, elder, hinder, upper, inner, outer, utter

1. The *inner* walls of my room are pink.
2. That scheme was an *utter* failure.

Study the use of the adjectives printed in italics in the following sentences :

1. *Most* people in villages lead a hard life.
2. *Most* property of my father is in Rajasthan.
3. I want *some* rest now.

4. *Some* students of my class didn't take the test.
5. There is *no* sugar in my cup of tea.
6. There are *no* exercises in this book.
7. Is there *any* ink in your inkpot?
8. Are there *any* girls in your school?
9. *All* the students of my class are present.
10. *All* the milk has been spilt.
11. I have *enough* money on me.
12. There aren't *enough* seats for the guests.

The adjectives—*most*, *some*, *no*, *any*, *all* and *enough* are used to indicate indefinite number or indefinite quantity. When any of these adjectives is used along with a countable noun, it is said to be Indefinite Number Adjective. When the adjective is used along with an uncountable noun, it is said to be Adjective of Quality.

The adjective *any* is used in negative and in interrogative sentences only. For example:

1. Have you *any* clothes for dry-cleaning?
2. No, I haven't *any* clothes for dry-cleaning.
3. He hasn't *any* friends in the town.

The adjective *some* is used mostly in the affirmative sentences. However, it is also used in interrogative sentences when the expected answer is 'yes', or when the question form is used to express an invitation or a request.

For example :

1. I want *some* fish.
2. Will you have *some* tea?
3. Will you lend me *some* books, please?

Study the use of the adjectives printed in italics in the following sentences :

1. *Few* boys in my class can speak Tamil.
(hardly any, almost none)
2. *A few* boys in my class can speak English.
(not many but at least some)

3. There is *little* milk in the jug.

(hardly any, almost no milk)

4. There is *little* truth in his statement.

(hardly any, almost nil)

5. There is *a little* milk in the jug. We may have one cup of tea.
(not much but at least some)

Few and *little* have a negative force and express want of the desired number of quantity.

A few and *a little* have a positive force and express at least some number or quantity.

Study the use of the adjectives printed in italics in the following sentences :

1. *This* table is made of wood.

2. *That* table is made of steel.

3. *This* food is good to eat.

4. *That* cloth is cheap.

5. *These* mangoes are sweet.

6. *Those* cattle are mine.

The adjectives printed in italics point out which person or thing is meant. The adjectives—*this*, *that*, *these*, *those* are the only adjectives which agree in number with the noun they point to. *This* and *that* are used with singular nouns; *these* and *those* are used with plural nouns.

EXERCISE 1

Select an appropriate adjective from those given below and fill in each blank in the following sentences :

(*no, any, some, few, a few, little, a little*)

1. Practice has given me—confidence to speak English.

2. — boy in my class could solve that question.

3. There aren't—flowers in your garden.

4. — knowledge is a dangerous thing.

5. — people can deny the value of a small family these days.

6. I don't want to buy—goods from this shop.

7. As a student of history I was interested in visiting—historical buildings in Delhi.

8. The compartment was so heavily crowded that there was.....room on.....berth.
9. Will you give me.....money to buy a new shirt?
10. Have you.....difficulty?
11. The new Manager has.....influence over his staff.
12. We could not get.....tickets for the evening show as the house was full.
13. He failed to control the situation because he had.....experience of dealing with the union leaders.
14. If you have—patience, you can avoid a quarrel.

EXERCISE 2

Fill in each blank with the appropriate degree of comparison of the adjective given in the bracket:

1. Which of the three rooms is the.....(*big*)
2. Who is....., Hamid or Shahid? (*bright*)
3. My sister is.....to me. (*old*)
4. That is the.....story that I have ever read. (*good*)
5. He has the.....hope of success. (*little*)
6. The condition of the patient is much.....today. (*well*)
7. Who is the.....teacher on your staff? (*old*)
8. This question is.....than the previous one. (*difficult*)
9. He did not give any.....arguments. (*far*)
10. Smoking is.....harmful than drinking. (*little*)
11. The crow is a.....bird. (*clever*)
12. My father is.....than my uncle. (*old*)
13. Cotton cloth is.....than the woollen cloth. (*cheap*)
14. Which is the.....star from the Earth? (*far*)
15. Mrs. Gandhi made her.....speech at Bhuvaneshwar. (*late*)

EXERCISE 3

Fill in each blank in the following paragraph with a suitable adjective from those given below :

few, less, higher, a little, low, some, large, annual, irregular, this

The.....rainfall in the Thar Desert is very....., usually..... than 250 mm. Moreover, it is very....., and falls mainly during sudden storms. Although.....figure is.....than in the Indus valley, there are no.....rivers which can be used for irrigation. The desert has only a very.....inhabitants. Sometimes a village is started where, for a time, there is.....water and.....millet can be grown.

EXERCISE 4

Correct, if necessary, each of the following sentences :

1. The servant has not been given some food for two days.
2. I stayed with my friend for few days only.
3. My sister is older to me.
4. This washing powder is much superior than that.
5. Which of your brothers is elder, Gopal or Mukesh?
6. This carpet is better than all the carpets I have ever seen.
7. This question is the easiest of the two.
8. Will you give the old man any help, please?
9. You may have to experience little inconvenience if you travel by bus
10. The outermost walls of this room are to be painted green.

3. THE ARTICLE

It has already been discussed in Chapter I that nouns refer to objects. The reference to an object is made indefinite or definite by using the indefinite article *a/an* or the definite article *the* respectively by the speaker. A sound knowledge of the article system in the English language is essential in order to get at the precise meaning of the speaker.

3.1 The form *a* of the indefinite article is used before the words beginning with a consonant sound or a semi-vowel sound.

a teacher, *a* room, *a* lion, *a* school
a union, *a* university, *a* youth

The form *an* of the indefinite article is used before words beginning with a vowel sound represented by the letters *a, e, i, o, u* and sometimes by the letter *h* (mute)

an artist, *an* engineer, *an* instructor
an orphan, *an* undertaking,
an hotel, *an* hour

3.2 A Proper noun refers to a particular person place or thing. When a Proper noun is used, the reference is clearly specific and definite, and the listener has no difficulty in understanding which person, place or thing is being referred to by the speaker. Therefore, *no Article is used in front of a Proper Noun.*

1. R.P. Mathur teaches us English.
2. Lucknow is the capital of Uttar Pradesh.

3.3 Some Common nouns turned Proper nouns take the article *the* in front of them, which is treated as a part of the Proper noun. This cannot be replaced by the article *a/an*. In such cases the unique reference of the name is institutionalised. This is evident in writing by the use of initial capitals :

the Times of India
the Upper Ganges Canal
the British Council
the Suez Canal

the Illustrated Weekly
the Ford Foundation
the University Grants Commission
the Bay of Bengal

3.4 The following classes of Proper nouns take the definite article *the* in

front of them:

(i) Plural Names

the Netherlands

the United States of America

the Union of Soviet Socialist Republics

(ii) Geographical Names

Mountains :

the Alps, the Himalayas,

the Rockies

Rivers :

the Nile, the Amazon, the Danube

the Brahmaputra, the Kaveri

Seas :

the Atlantic (ocean), the Pacific (ocean), the Indian (ocean)

Canals :

the Suez (Canal), Panama (Canal)

3.5 All singular countable nouns take an article *a/an* or *the* before them. They must not be used without an article. We say :

1. I have *a* book.

2. *The* book is very useful.

3. *A* cow is *a* domestic animal.

4. *The* cow under *the* tree is mine.

5. I have *a* question.

6. *The* question is rather difficult.

7. This is *an* egg.

8. *The* egg is very big.

But we cannot say :

I have book.* Cow is a domestic animal*

3.6 A concrete mass noun, when it refers to the specimen of the class, does not take any article before it. We say :

1. Water is colourless.

2. Gold is a precious metal.

But we cannot say :

The water is colourless.*

The gold is a precious metal.*

3.7 An abstract mass noun is always used in the singular and cannot be preceded by an indefinite article *a/an*.

We say :

1. Light travels faster than sound.

2. Honesty is the best policy.

But we cannot say :

The light travels faster than the sound.*

3.8 The system of article usage is closely linked up with the type of reference the speaker has in mind. The type of reference denoted by the system of article usage is given below :

Generic Reference	Countable		Mass
	Singular	a cow the cow	milk
	Plural	cows	x
		1. A cow eats grass. 2. The cow eats grass. 3. Cows eat grass.	
Specific Reference <i>Indefinite</i>	Countable		Mass
	Singular	a cow	(some) milk
	Plural	(some) cows	
Definite	Countable		Mass
	Singular	the cow	the milk
	Plural	the cows	x
Specific Indefinite Reference			
1. There is a cow under the tree.			
2. There is (some) milk in the bottle.			
3. There are (some) cows under the tree.			
Specific Definite Reference			
1. The cow under the tree is white			

2. The milk is boiling.
3. The cows in the field are mine.

If the speaker says:

'There is a cow in the field'.

the reference is specific and indefinite since the speaker wishes to convey the idea of a specific specimen of the class 'cow'. If, on the other hand, he says:

A cow eats grass.

or

The cow eats grass.

or

Cows eat grass.

the reference is generic, since the speaker has in mind the class *cow* without a reference to a specific specimen of the class *cow*. *The generic reference shows what is general or typical for a whole class of the reference.*

Now consider the following sentences:

1. A dog has bitten the child. (specific indefinite)
2. *The* dog has bitten the child. (specific definite)

Sentence (1) above expresses that the speaker knows that a specific specimen of the class *dog* has bitten the child but he does not know which particular specimen of the class *dog* has bitten the child. Sentence (2) above shows that the speaker knows which particular dog has bitten the child. But if the speaker says:

'Dogs have bitten the child'.

he fails to convey the desired idea because the definite article *the* is missing from the sentence. A plural countable noun without *the* indicates generic reference, which is not the intention of the speaker in the case. The speaker is required to say:

The dogs have bitten the child. When he knows that some particular dogs have bitten the child.

The use of the definite article 'the'

3.9 The definite article *the* can be used before a singular countable noun, a plural countable noun and a mass noun, e.g.,

1. This is a flower *The* flower is red.
2. *The* man who came to me yesterday, was my friend.
3. I liked *the* books which you sent me.
4. All *the* girls are wearing blue frocks.
5. *The* courage displayed by our soldiers in serving the flood victims was unique.
6. *The* problems of developing countries are more or less alike.
7. *The* water of this pond is dirty.

3.10 The use of *the* before a singular countable noun expresses generic reference or specific definite reference, e.g.,

1. *The* cow is a domestic animal. (*generic reference*)
2. *The* cow is grazing in the field. (*specific definite*)

3.11 The use of *the* before a mass noun or a plural countable noun refers to a particular example or examples of a class of objects. The speaker uses *the* assuming that the listener(s) can identify the particular object(s) of the class being referred to, e.g.,

1. He offered me a glass of milk.
2. There was no sugar in *the* milk. (*backward reference*)
3. *The* milk that you kept in the meat-safe turned sour. (*forward reference*)
4. *The* milk is too hot to drink. (*contextual or situational reference*)
5. My father bought me some books. *The* books are useful. (*backward reference*)
6. *The* mangoes in the basket are ripe. (*forward reference*)
7. Please close *the* doors. (*contextual or situational reference*)

3.12 A proper noun is mostly not preceded by any article—*a/an* or *the*, but in exceptional cases, it may be preceded by *the*.

(i) *the* is used before surnames that refer to the members of a family in general and not a particular member of the family, e.g.,

1. *The* Sharmas (Mr. M.K. Sharma, Mrs. M.K. Sharma and Miss Manju Sharma) are very affectionate.
2. *The* Smiths (the members of the Smith family) are our regular

visitors.

(ii) *the* is used to refer to a place as it was at some point of time or in a certain period of time, e.g.,

The Delhi during the Mughal Empire wore a different look and was quite different from what we find it today.

(iii) *the* is used to specify which one of the two or more places/persons bearing the same names, is being referred to by the speaker, e.g.,

I am not talking about *the* George in your office but *the* George, my landlord.

3.13 The article *the* is used before nouns when they are preceded by the superlative degree of adjectives, the ordinals (*first, second, last, etc.*) or the adverb *only*, e.g.,

1. Mt. Everest is *the* highest peak in the world.
2. You must see me in *the* first week of January.
3. This is *the* only letter that was received in our office during *the* last three months.

It is also to be remembered that *the* is not used in the expressions: *last week, next month, last year, next year* etc.

3.14 The article *the* is used before a special meal given in someone's honour or to celebrate some event, not before a general meal:

1. I wonder if you can come to dinner tonight. (*a meal taken regularly*)
2. Are you going to *the* dinner being hosted by Mrs. and Mr. Verma on the eve of their son's marriage?

3.15 Even though the reference is specific and definite, the definite article *the* is not used before the nouns— *church, market, school, college, university, hospital, prison, court, bed*, when the speaker wishes to express that the place or object is being approached or used for primary purpose for which each one is made. We say :

1. My son *goes to school*. (My son studies)
2. Father *is going to hospital*. (for treatment)
3. The convict *has been sent to prison*. (to serve the term of

imprisonment there)

4. You will have to *go to court*. (to settle the dispute)
5. I *go to bed* late at night. (I sleep late at night)

But we say :

1. I *am going to the school* to enquire about the progress of my son.
2. Shall we *go to the prison* and get the first hand information about the prisoner's condition there?

3.16 When *home* is not preceded or followed by a descriptive word or phrase, the article *the* is not used before *home*. We say :

1. When will you return *home*?
2. He took me *home* and introduced me to his family.

But we say :

You are most welcome *to the home* of my cousin.

3.17 The indefinite article *a/an* is never used before plural nouns, mass nouns and such group nouns (collective nouns) as have no separate plural form. We say :

1. You have given me good *news*.
2. I want thick *paper*.
3. This is important *information*.

But we can't say :

You have given me *a good news*.*

I want *a thick paper*.*

This is an important information.*

However we may say:

1. You have given me *a piece of* good *news*.
2. I want *a piece of* thick *paper*.
3. This is *an important piece/bit of* *information*.

3.18 No article is used in a number of set collocations of prepositional phrases and idioms.

at school, by train, on foot, by hook or by crook, stay in bed, at home, by hand, by letter/by telegram, at war, by mistake, in love, on duty, on sale, out of danger, out of work, by day, to send word, to set sail

3.19 No article is used before titles used in apposition to a proper noun or as the complement of a verb, e.g.

1. S. Radhakrishnan, *President of India*, was a great scholar.
2. Rajeev Gandhi became *Prime Minister of India* after Mrs. Indira Gandhi.

EXERCISE 1

Put *a* or *an* if necessary. Put a cross in the blank if neither *a* nor *an* is necessary.

1. My brother is.....engineer. You may take advice from him in this matter.
2. I don't eat.....fish at.....dinner.
3. You'd better go by.....plane. If you can't afford it, you must take.....express train to reach your destination in time.
4. I have invited my friends to.....party this evening.
5. I am paying hundred rupees.....month as rent for my house.
6. You may need.....hour and.....half to complete this work.
7. I could not attend the meeting because I had.....headache.
8. You may send me.....word whenever you want my help.
9.dog sleeps by.....day and keeps awake at.....night.
10. Come what may.....honest man will never give up.....honesty.
11.union of workers in the factory has decided to go on.....strike.
12. Abdul set.....unique example of.....loyalty and didn't desert his master who had fallen on evil days.
13.examination is not the true test of.....knowledge.
14.knowledge of higher mathematics is essential to understand the difficult concepts in physics.
15. His statement is on.....paper and he can't deny having given that statement.

EXERCISE 2

Fill in the blanks with *a*, *an* or *the*, if necessary. Put a cross in the blank space where no article is required.

1. The college building is in.....bad condition. It needs repairs.
2. As the matter was urgent, we had to send the message by.....messenger.

3. You have not given.....answer to my question.
4. It was such.....awful weather last week.
5. Was it.....holiday on Saturday?
6. I should like to take.....rest for half.....hour before I start typing this letter.
7. He is in.....habit of coming late.
8.sound of.....explosion was heard at midnight.
9. Did you take.....permission to leave the class?
10. I have applied for the post of.....principal.

EXERCISE 3

Fill in each blank with a suitable article—*a*, *an* or *the*, if necessary. Put a cross if no article is required.

(a) In January 1948.....1.....American farmer called James Marshall was making his way on.....2.....horse back through.....3.....lonely landscape of California. He was travelling towards.....4.....coast. He knew it was.....5.....richly wooded coast, and his plan was to build.....6.....saw-mill. After.....7.....very long journey he came into.....8.....vicinity of San Francisco.....9.....locality seemed suitable. There were thick woods through which flowed.....10.....river,11.....Sacramento, which would make it easy to transport 12.....logs.

(b) When.....1.....atom of.....2.....uranium is broken up in this way, it releases.....3.....energy.....4.....hundred million times greater than that which is released by.....5.....combustion of.....6.....molecule of.....7.....ordinary fuel.

(c) Oxygen is.....1.....odourless and.....2.....colourless gas which makes up.....1/5 of.....3.....air we breathe.

(d)1.....union of Socialist Republic, which is.....2.....proper name for Russia, is.....3.....largest country in.....4.....world from.....5.....point of view of land area. It occupies half of.....6.....Europe and.....7.....third of Russia, and spreads over two continents. It covers more than one sixth of.....8.....total land area of.....9.....world.

EXERCISE 4

Correct each of the following sentences, if necessary.

1. Moon did not appear in the sky for several days in the rainy season.
2. Can you draw map of India?
3. Peacock is the national bird of our country.
4. Only best quality goods is sold at this shop.
5. English is not easy language.
6. Mt. Everest is the highest peak in the Himalayas.
7. There was such a bad weather at Mussoorie that we had to stay at home.
8. He took to the habit of smoking at early age.
9. The last summer, frequent breakdown of electricity made our life miserable.
10. Dr. Radhakrishnan was a great philosopher and scholar.
11. He always gives me a valuable advice.
12. My father became Member of Parliament in 1948.
13. He has given me word to help me in difficulty.
14. Always help poor and the weak.
15. The milk in the jug is without sugar.
16. An University degree is no guarantee for a job.
17. My brother prefers travelling by a train.
18. The strike was declared illegal and the strikers were sent to prison.
19. Kalidas is Shakespeare of Sanskrit literature.
20. A honest man values honesty above everything in life.

4. THE PRONOUN

Study carefully the use of *pronouns* in the following sentences. The words printed in italics are pronouns:

David : *I* am glad *you* can come this evening. Mr. Wilson. Mr. Smith and Mrs. Smith will be glad to see *you*. *They* are also coming to the party.

Wilson : *I* will be so glad to see *them* at the party. Mrs. Smith and *my* wife are old friends. Last time when Smith paid *us* a visit, *her* husband could not come with *her*. *He* was awfully busy in *his* company affairs. *We* missed *him*.

David : *I* know *he* is always busy. However, *he* has promised *me* to come this evening.

4.1 The pronouns—*I, we, you, he, they, my, us, him, me, them*, etc. denote the person or persons speaking, person or persons spoken to and person or persons spoken of. Such pronouns are called *Personal Pronouns*.

4.2 The pronouns—*I, my, me, we, our, us* which denote the person or persons speaking, are called *Personal Pronouns* of the *First Person*.

4.3 The pronouns—*you, your*, which denote the person or persons spoken to, are called *Personal Pronouns* of the *Second Person*.

4.4 The pronouns—*he, she, they, it, his, her, their, its, him, them* denote the person or persons spoken of, are called *Personal Pronouns* of the *Third Person*.

The different forms of Personal Pronouns are given below :

PRONOUNS

FORMS

1. FIRST PERSON

Masculine or Feminine

Subject

Possessive

Object

Sing.

Pl.

Sing.

Pl.

Sing.

Pl.

I

we

my

our

me

us

mine

ours

2. SECOND PERSON

Masculine or Feminine

you

you

your

your

you

you

yours

yours

3. THIRD PERSON

Masculine

he

his

him

Feminine

she

they

her

their

her

them

hers

theirs

Neuter

it

its

it

From the table given above it is clear that :

1. the subject and object forms of the Personal Pronoun of the Second Person are the same. It is only the possessive form which is different.

2. there are no separate forms of the Personal Pronoun of the Second Person to indicate the number (singular or plural) and gender (masculine or feminine) of the person spoken to.

3. there are separate forms of the Personal Pronoun of the First Person to indicate the number (singular or plural) but there are no separate forms to indicate the gender (masculine or feminine) of the person speaking.

4. there are separate forms of the Personal Pronoun of the Third Person to indicate the number (singular or plural) and gender (masculine, feminine or neuter) of the person spoken of.

5. there are two possessive forms for each of the Personal Pronouns of the First Person, the Second Person and the Third Person.

The forms—*my, our, your, his, her, their* are always followed by a noun with which personal relation or possession is expressed. These forms cannot stand by themselves as the subject, object or complement.

The forms—*mine, ours, yours, his, hers, theirs*, are set apart from the noun with which personal relation or possession is shown. These forms by themselves can occur as the subject or complement of the verb *be* e.g.,

- | | |
|-------------------------------------|---------------------------------------|
| 1. This is <i>my</i> book. | 1. This book is <i>mine</i> . |
| 2. I like <i>your</i> dog. | 2. <i>Yours</i> is a good breed. |
| 3. Have you seen <i>his</i> album? | 3. This album is <i>his</i> . |
| 4. These are <i>their</i> cottages. | 4. These cottages are <i>theirs</i> . |

6. the pronoun *it* is also treated as *Personal Pronoun* of the *Third Person* and used :

(i) for inanimate things and creatures of the lower animal Kingdom (*fly, mosquito, tortoise* etc.), whose sex is not material or important for the speaker; as

1. I bought a pen yesterday. *It* is very cheap.
2. I have a parrot. *It* talks well.

(ii) for higher order animals unless the speaker clearly wishes to

Speak of them as male or female; as

1. The elephant has a big body but *it* has very small eyes.
2. My son is very fond of his dog. He plays with *it* and takes *it* out for a walk.
3. We have a cow. *She* gives us milk. (female)

(iii) for a young child or a baby when the speaker does not wish to refer to the sex; as

1. When the child woke up, *it* started crying.
2. The baby is playing with *its* doll.

(iv) as the subject of a sentence expressing time, weather, season or some natural phenomenon; as

1. *It* is 10 O' clock.
2. *It* is very hot today.
3. *It* was summer.
4. *It* is raining.

(v) as the provisional subject of the verb *be* to lay emphasis on the real subject; as

It is your friend who betrayed you.

Choosing the appropriate form of the Personal Pronoun

(1) When two or more singular nouns are joined by *and*, the pronoun used for the nouns must be plural; as

1. Amar and Anand are doing *their* homework.
2. I have a dog and a pup. I love *them* both.

But when two singular nouns refer to the same person or thing and which are joined by *and* the pronoun must be singular; as

The head-clerk and accountant is doing *his* work well.

(2) When two singular nouns preceded by *each* or *every* are joined by *and* the pronoun must be singular; as

The principal on his round found that every teacher and every student was busy doing *his* work.

(3) When a plural noun and a singular noun are joined by *or* or *nor*, the pronoun must agree in number and gender with the nearest noun

preceding the pronoun; as

1. Neither her sisters nor Mary completed *her* work in time.
2. Either the manager or his assistants should fulfil *their* promise.
3. Neither the members of the team nor the captain disappointed the spectators with *his* performance.

(4) When pronouns of different person and number are joined by *and* the following pronoun must be of the First Person plural in preference to the Second Person, and of the Second Person plural in preference to the Third Person; as

1. You and I have done *our* duty.
2. You and she are wasting *your* time.

(5) Good manners demand the use of the following sequence of Personal Pronouns when they are of different persons or when they occur with other nouns; as

'You and I'	<i>not</i>	'I and You'
'You and she'	<i>not</i>	'She and you'
'He and I'	<i>not</i>	'I and he'
'You and Anil'	<i>not</i>	'Anil and you'
'Anil and I'	<i>not</i>	'I and Anil'

(6) *It's me* is recognised as idiomatic English, though I is generally used when followed by a relative clause introduced by *who* :

Who's that?....'It's *me*', but
'It's I who am to blame' *

After verbs of incomplete predication (*be, seem, become, etc.*) followed by an adjective, the object form of the pronoun is preferred because 'than' is treated as a preposition in such cases.

Study the use of the pronouns printed in italics :

1. *One* must do *one's* (his) duty.
2. *Some* eat to live while *others* live to eat.
3. You have a lot of rice. Can I have *some*?
4. *Any* of you has broken this chair.

* Wood. F.T. Current English Usage, 1962 (147, 228) London, Macmillan and Co. Ltd.

5. I want some sugar. Please see if there is *any* left in the jar.
6. *None* of the students in my class has submitted his exercise-books. (no student in my class)
7. *None* of the students in my class have submitted their exercise-books. (no students in my class)
8. There was a great deal of noise in the house a short while ago, but there is *none* now.
9. *Few* escaped unhurt in the accident.
10. *Many* of us do not know the importance of leisure.

4.5 All the pronouns printed in italics refer to persons or things in a general way and do not refer to a definite number or quantity. They are, therefore, called *Indefinite Pronouns*.

While *many* and *few* are used to refer to an indefinite number of persons or things, the rest of the Indefinite Pronouns given in the sentences are used to refer to either a indefinite number of persons or things or to an indefinite quantity of things.

Study the use of the pronouns printed in italics in the following sentences :

1. *Everyone* did his best to make the programme a grand success.
2. *Everybody* is dissatisfied with his lot in life.
3. *Anyone* can solve a problem only if he puts his heart in it.

Everyone, *everybody* and *anyone* are compounds formed from *every* to express the idea of *all* without referring to any specific individual. Hence we also come across such sentences as the following :

1. *Everyone* wants to improve their economic status.
2. *Everybody* complains about their working conditions.

Study the use of the pronouns in italics in the following sentences :

- | | |
|----------------------------------|---|
| 1. <i>What</i> do you want? | (milk, a bag) |
| 2. <i>What</i> is your problem? | (problems in general) |
| 3. <i>Which</i> is your problem? | (a specific problem out of the listed ones) |
| 4. <i>Who</i> is that man? | (name and family) |
| 5. <i>What</i> is he? | (profession, work) |

6. *Which* is your brother?

(making a selection from the given number)

4.6 The pronoun printed in italics are used to ask questions. They are called *Interrogative Pronouns*.

The Interrogative Pronoun *what* is used mostly to ask a question about things. However, it is also used to ask a question about the profession or work of a person or persons, as in example 5 above.

Who is used of persons only and the expected answer to the question is the first name or the account of the family of a person who the question is referred to.

Which is used of both persons and things. It implies selection out of the choices given or determined by the context.

The Interrogative Pronoun *who* has three different forms—the subject form (*who*), the object form (*whom*) and the possessive form (*whose*).

Study the use of pronouns in bold letters in the following sentences:

1. The *boy* who broke the window has been punished.
2. The *employees* who were on illegal strike have been suspended.
3. It is not I who am responsible for the delay.
4. *You* who are young have greater responsibility.
5. *He* that is my friend will stand by me.
6. *All* that glitters is not gold.
7. I can name the *boy* that must have spoken ill of me.
8. These are the *presents* that I got on my last birthday.
9. This is the *story* that I wrote when I was very young.
10. My sister liked the *story* which I told her last night.
11. He showed me a few *photographs* which he had taken in Mussoorie.
12. I have been to *London* which is the biggest city of the U.K.
13. Last evening I met *Mr. Smith* who is the Manager of the firm.
14. Do you know the *boy* whose father is surgeon.
15. This is the *girl* whom I met in the fair.

4.7 The pronouns—*who*, *that*, *which*, *whose* and *whom* refer to nouns that immediately precede them and introduce a clause. Such pronouns are called *Relative Pronouns*. The noun which a pronoun refers back to, is called the *antecedent* of the Relative Pronoun. A Relative Pronoun takes

a verb of the same number and person as that of its antecedent. (The antecedent of each Relative Pronoun is printed in *italics*.)

The Relative Pronoun *who* is used of persons only.

The Relative Pronoun *which* is used mostly of things only.

The Relative Pronoun *that* is used of persons and things both. The pronoun *all* is also followed by the Relative Pronoun *that*.

The clause beginning with the *Relative Pronoun-that* is always a restrictive or defining clause called *Adjectival Clause*.

The clause beginning with *who* or *which* may be a restrictive clause (*Adjectival clause*) or a non-restrictive clause (*Co-ordinate Principal clause*) depending on the meaning of the sentence. In writing *a comma* is put before the Relative Pronoun if the clause beginning with the Relative Pronoun is non-restrictive; as

1. I have invited my friend *who* lives in Kanpur.

(restrictive, I have many friends but I have invited only one.)

2. I have invited my friend, *who* lives in Kanpur.

(non-restrictive, I have only one friend and he lives in Kanpur)

Study the use of the pronouns printed in *italics* in the following sentences:

1. Wash *yourself* and get fresh.

2. The child hurt *himself*.

3. I cannot absent *myself* from school.

4. They must avail *themselves* of this opportunity.

4.8 The above pronouns are formed by adding—*self* to *your*, *him*, *my* and *-selves* to *them*. They are called *Reflexive Pronouns*. They are used to indicate that the action done by the subject turns back (reflects) upon the subject.

When such verbs as, *avail*, *absent*, *acquit*, *enjoy*, *resign*, *set*, *exert*, etc. are used reflexively, a reflexive pronoun must be used.

EXERCISE 1

Fill in each blank in the following sentences with the right form of the personal pronoun:

1. We spent all.....time in watching the television last evening.

2. When the stray cattle are in the road.....may cause an accident.

3. Our house is much larger than
4. The girl who was admitted to the hospital last week, has lostsight.
5. Some children did not liketeacher, becausehad little sympathy with them.
6. The little child went limping when kickedtoe.
7. The clerk and typist of my office has been suspended formisconduct.
8. Letchecktickets before we board the bus.
9. The shopkeeper asked the lady whywantedtelephone number.
10. Every boy was sitting atdesk.

EXERCISE 2

Fill in the blanks with suitable interrogative pronoun :

1.are you looking for?
2.do they want to say?
3.did she meet at the station?
4.was it all about?
5.shot the notorious dacoit?
6.do you prefer, fish or meat?
7.will preside over the function?
8.have they sent invitation cards?
9.is your new principal like?
10.is more important, health or wealth?
11.do they like for breakfast?
12.is the longest poem in your book?
13.helped you in distress?
14.can I do for you?
15.is taller, a giraffe or a camel?

EXERCISE 3

Fill in the blanks with suitable pronouns in the following :

1. The manhad lost the way, had to spend the night in a village. The villagerswere kind and hospitable gavefood and shelter. He thankedforhospitality.
2.invented television? Isnot a difficult question to answer?

People in different countries and at different times made inventionsled to the invention of TV.

3. Once a king went to a sage and askedhow he could serve God best. The sage looked at the king and said, ".....can see thatare great devotees of God.is pleased with He has blessed with the crown."

4. Antonio had a friend Bassanio.loved each other dearly. Bassanio loved a beautiful lady named Portia. He wanted to marrybuthad no money to buy rich clothes and costly presents for beloved,was a rich lady.

5. You may takeof these books. They are I boughtin Agra.

EXERCISE 4

Correct, If necessary, each of the following sentences:

1. I have finally resigned to my fate.
2. Let Arun and I struggle with this problem.
3. If John and you promise your help, my victory is certain.
4. The Taj is the most beautiful building which I have ever seen.
5. It is me who had to suffer in the long run.
6. Neither of the sportsmen of our college could get a medal in swimming.
7. This is one of the best selling novels that we have got this year.
8. We put our books on the shelf while they put their on the table.
9. Yours is a large house.
10. None of these two children has stolen your pen.
11. Their paintings are quite different from those of ours.
12. He took his younger brother with himself.
13. In the country of ours there are a lot of illiterate people.
14. My friend who his father sent to an engineering college, could not get a degree.
15. The child wanted to buy everything what he saw in the fair.
16. The work of a teacher that I am doing at present, is not easy.
17. He has already availed of three week's medical leave.
18. Shyam and myself decorated the college hall.
19. He and you are responsible for this blunder.
20. Let us make ourselves merry on this occasion.

5. THE VERB

Study the sentences under A and B and look at the words printed in italics:

A

1. My brother/*is* a doctor in a government hospital.
2. Our neighbour/*has* a new car.
3. We/*do* our duty sincerely.
4. My friend/*looks* very smart in his military uniform.
5. Our troops/*are advancing*.
6. They/*gave* us precious gifts every year.
7. I/*have written* several letters.
8. I/*have put* the book on the shelf.

B

1. My brother/*was* a doctor in a government hospital.
2. Our neighbour/*had* a new car.
3. We/*did* our duty sincerely.
4. My friend/*looked* very smart in his military uniform.
5. Our troops. /*were advancing*.
6. They/*gave* us precious gifts last year.
7. I/*wrote* several letters yesterday.
8. I/*put* the book on the shelf last night.

In each of the sentences above, the word or the group of words printed in italics is part of the predicate of the sentence. (The division of each sentence between the subject and the predicate has been indicated by a slanting line). By studying these words carefully, we shall find that they mark the difference between tenses (*present* as opposed to *past*) for example, *do*, as opposed to *did*, *looks* as opposed to *looked*, etc. These words usually have five different forms.

- | | | |
|--|---|-----------------|
| (a) the base form | : | look, give |
| (b) the base+s/es form | : | looks, gives |
| (c) the ing form | : | looking, giving |
| (d) the past tense or the v-ed form | : | looked, gave |
| (e) the past participle or the v-en form | : | looked, given |

These forms in irregular verbs vary from three (for example *put, puts, putting*) to eight (*be, is, am, are, was, were, being, been*).

5.1 The main or the lexical verb

As discussed earlier, most of the main verbs have five forms : *The base form, the base + s/es form, the ing form, the past tense or the -ed form and the Past participle or the -en form.*

Look at the table below, and study how the five forms of the verb combine with subjects of different number and person. Also note their important functions given in the table:

Form 1	Example 2	Function 4
1. The Base Form	<i>play</i> <i>run</i> <i>write</i> <i>try</i>	(a) used in the simple present tense with subjects in all persons, both singular and plural, <i>except 3rd. person singular.</i> <i>I/We/You/They/play regularly.</i> (b) in the imperative to express orders, requests, advice, etc. <i>Please play on.</i> (c) in the subjunctive to express wish, suggestion, demand, recommendation etc. <i>He suggested that Sohan play the centre forward.</i> (d) as infinitive without to: <i>He will play well.</i> (e) as to-infinitive : <i>He asked me to play.</i>
2. Base + s/es form	<i>plays, writes,</i> <i>runs, tries</i>	(a) in <i>be + v-ing</i> constructions showing Progressive aspects :
3. The-ing form	<i>playing</i> <i>running</i> <i>writing</i> <i>trying</i>	(i) <i>I am/was playing regularly.</i> <i>You are/were playing regularly.</i> <i>He was playing.</i> <i>They are/were playing regularly.</i>

(i) *He has been playing.*

(ii) *She will be playing.*

(b) *in Present Participles*

Playing safely, our team scored two goals before half time.

4. The Past tense of the -ed form *played ran wrote tried*

5. The Past Participle or the -en form *played run written tried*

in past tense with all persons, both in singular and plural.

I/We/You/He/They/played yesterday.

(a) *in have + v-en constructions* showing perfective aspect :

I/We/You/They have played well.

He/She/It has played well

but-I/We/You/He/They had played before sun set.

(b) *in be + V en constructions* in the passive voice:

Football is played in rainy season also.

(c) *in past participles :*

Played on a wet field, the game went slow.

5.2 Regular and irregular lexical verbs

Look at the following verb forms :

	Base form	Base + s/es form	ing form	V-ed form	V-en form
A	play	plays	playing	played	played
	like	likes	liking	liked	liked
	call	calls	calling	called	called
	enter	enters	entering	entered	entered
B	write	writes	writing	wrote	written
	drink	drinks	drinking	drank	drunk
	fly	flies	flying	flew	flown
	put	puts	putting	put	put

Forms of the Verbs under A List :

The *V-ed form* of verbs under A list is the same as the *V-en form*. They are formed by adding *d/ed* to the base form. In these Verbs we can predict all the remaining four forms if we know the base form. Such verbs are known as **regular Verbs**. Most of the English Verbs belong to this class of regular Verbs.

Forms of the Verbs under B List :

In the forms of the Verbs under B the *V-ed form* is different from the *V-en form*. In these Verbs we can still predict the *s/es form* and the *ing form* from the base, but we can not predict the *V-ed* and the *V-en* forms. We come across considerable variation for *V-ed* and *V-en* forms in these verbs. Such verbs are known as **irregular Verbs**.

Formation of the past tense or the V-ed form and the past participle or the V-en form in irregular verbs:

It has been said that there is a considerable variation in the formation of the *V-ed* and the *V-en* forms of the irregular verbs. Some rules governing the formation of these two forms of these verbs can be worked out. But they will not be very useful. So a list of common irregular verbs with their *-ed* and *-en* forms is being given here below:

List of Irregular Verbs:

The Base Form (Present)	The V-ed Form (Past)	The V-en Form (Past Participle)
arise	arose	arisen
awake	awoke awaked	awoken awaked
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bid (command or to pay greeting)	bade	bidden

bid (make an offer of money at an auction sale)	bid	bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
	burned	burned
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
	dreamed	dreamed
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found

flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgot, forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leap	leapt	leapt
	leaped	leaped
learn	learnt	learnt
	learned	learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted	lighted
	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid

put	put	put
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed/sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	showed/shown
shrink	shrank	shrank
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
speed	speeded/sped	speeded/sped
spell	spelt	spelt
spend	spent	spent
spin	spun	spun
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung

strike	struck	struck
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swim	swam	swam
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
write	wrote	written

Note : The best thing for the students will be to learn the above forms by heart. It will be useful for them to find verbs having similar or almost similar ways of forming the past and the past participle forms, as

creep	crept	crept
keep	kept	kept
sleep	slept	slept
weep	wept	wept

(I) AUXILIARY VERBS

Auxiliary Verbs are, as their name suggests, **helping verbs**. They combine with the main verbs to help them in the formation of certain constructions. They help the main verbs in expressing certain grammatical functions and meanings. Auxiliary verbs are classified as **primary auxiliaries** and **modal auxiliaries**.

5.3 The formation of the negative with auxiliaries

Study the sentences under **A** and **B** :

A

1. My friend *is trying* to find a job.
2. Our team *has made* a good score.
3. I *invited* my friends to dinner.
4. The principal *will address* the students tomorrow.
5. You *can solve* this problem.

B

- (a) My friend *is not trying* to find a job.
- (b) My friend *isn't trying* to find a job.
- (a) Our team *has not made* a good score.
- (b) Our team *hasn't made* a good score.
- (a) I *did not invite* my friends to dinner.
- (b) I *didn't invite* my friends to dinner.
- (a) The principal *will not address* the students tomorrow.
- (b) The principal *won't address* the students tomorrow.
- (a) You *cannot solve* this problem.
- (b) You *can't solve* this problem.

Auxiliary verbs are made negative by adding *not* after them. In this respect they are different from the main verbs. The main verbs are made negative with the help of the auxiliary verb *do*:

1. I *rise* early.

1. I *do not* (don't) *rise* early.

2. Our captain *played* well.

2. Our captain *did not* (didn't) *play* well.

Auxiliary verbs have their contracted (shortened) negative forms, (isn't, don't etc. as illustrated in sentences under B (b) above). These contracted negative forms are used in spoken English and in informal writing (like personal and friendly letters or other social correspondence). The main verbs have no such contracted forms.

The uncontracted and the contracted negative forms of auxiliary verbs are shown in the table below:

	Auxiliary Verbs	Uncontracted (full) Negative forms	Contracted (short) Negative forms
Primary	is	is not	isn't
Auxiliaries	are	are not	aren't
Be	am	am not	
	was	was not	wasn't
	were	were not	weren't
	has	has not	hasn't
Have	have	have not	haven't
	had	had not	hadn't
	do	do not	don't
Do	does	does not	doesn't
	did	did not	didn't
	can	cannot	can't
	could	could not	couldn't
	may	may not	mayn't
	might	might not	mighn't
Modal	shall	shall not	shan't
Auxiliaries	should	should not	shouldn't
	will	will not	won't
	would	would not	wouldn't
	must	must not	mustn't
	ought to	ought not to	oughtn't to
	used to	used not to	usedn't to
			didn't use to
	need	need not	needn't
	dare	dare not	daren't

Note :

- There is no contracted negative form of *am* on the pattern of the forms of other auxiliaries. We use only the full form *am not*.
- Mayn't* is very uncommon. We generally use the full form *may not* instead of *mayn't*.
- Usedn't* is also uncommon. In place of *usedn't*, *didn't use to* or *used not to* is preferred.

5.4 Contracted Auxiliary Verbs

Study the sentences under A and B:

A

1. She *isn't* coming to dinner.
2. We *aren't* going for a picnic.
3. I *haven't* yet completed the job.
4. They *won't* leave tomorrow.

B

1. *She's not* coming to dinner.
2. *We're not* going for a picnic.
3. *I've not* yet completed the job.
4. *They'll not* leave tomorrow.

In the sentences under **A** the negative word *not* has been contracted. In the sentences under **B** it is the auxiliary verbs that have been contracted. Such contracted form of the auxiliary verb is, however, used only in spoken English and in informal writing. Not all auxiliary verbs can be contracted. The verbs that can thus be contracted and their contracted forms are given below :

Uncontracted

I am not
He is not
We are not
Sohan has not
They have not
Boys had not
They will not
She would not

Contracted form

I'm not
He's not
We're not
Sohan's not
They've not
Boy'd not
They'll not
She'd not

Note:

1. The contracted *not* and the contracted **auxiliary** are not used together. Either *not* or the verb is shortened:

Our Captain *isn't* playing in this match.

or

Our *Captain's* not playing in this match.

2. The contracted forms of the auxiliaries listed above are also used in affirmative sentences after

(a) *a pronoun* : *I'm* writing after long time.

(b) *a short noun* : The *show's* ended.

(c) *words like here, there, now* : *There's* going to be a problem.

In the formation of the negative of the main verb, the auxiliary very *do* is needed.

I *do not (don't)* play hockey everyday.

This house *does not (doesn't)* belong to my uncle.

She *did not (didn't)* need money.

Note that the negative word *not* is placed between the auxiliary verb *do* and the main verb. *Do* and *does* are used in the present tense. *Does* is used for 3rd. person singular subjects, *do* is used for the rest. *Did* is used in the past tense without any distinction of number of person. Also note after *do/does/did* the main verb is used in the base form.

5.5 The formation of the interrogative with auxiliaries Yes — no questions

Study the sentences under A and B and look at the verbs printed in italics.

A

1. We *are holding* a meeting tonight.
2. They *have gone* on a picnic.
3. The principal *will address* the students.
4. We *ought to go* now?

B

1. *Are we holding* a meeting tonight?
2. *Have they gone* on a picnic?
3. *Will the principal address* the students.
4. *Ought we to go* now?

Sentences under A are assertive. Under B each of them has been made interrogative by inverting the auxiliary verb with the subject. The auxiliary verb has been placed before the subject, the main verb still retaining its place after the subject. These questions are known as **Yes-no questions** because they can be answered by saying simple *yes* or *no*.

It is only the auxiliary verbs that are inverted with the subject to form the interrogative. The main (full) verbs are not inverted with the subject in this way. They need the auxiliary verb *do*.

We *play* hockey everyday.

Do we play hockey everyday?

Ramesh always *rises* early.

Does Ramesh always *rise* early?

5.6 The interrogative-negative with auxiliaries

Study the sentences under A and B and look at the verbs printed in italics.

- | | |
|--|---|
| 1. The captain <i>is not playing in</i> this game. | 1. <i>Is the captain not (Isn't the captain) playing in this game?</i> |
| 2. He <i>has not been selected for</i> the job. | 2. <i>Has he not (Hasn't he) been selected for the job?</i> |
| 3. The matter <i>will not be discussed</i> tomorrow. | 3. <i>Will the matter not (Won't the matter) be discussed tomorrow?</i> |

Sentences under A are negative. Under B each of them has been made interrogative by inverting the auxiliary verb with the subject. The negative word *not* has been placed after the subject but before the rest of the verb phrase.

In spoken English, however, *not* in the contracted form with the auxiliary is used before the subject (as given within brackets in sentences under B above).

In forming the interrogative-negative of the main (full) verb, the auxiliary verb *do* is needed.

- Does he not (Doesn't he) take regular exercise?*
- Do I not (Don't I) help you often?*
- Did I not (Didn't I) warn you?*

EXERCISE I

Frame questions (interrogative sentences) from the following mixed words and phrases. You have to put them in the right order. Study the examples. (Remember that the first word of a sentence starts with a capital letter, and in a question there is a mark of interrogation at the end)

Examples :

I. going/the new movie/to see/you/are/not.

Answer:

Are you going to see the new movie?

II. end/the game/did/in a draw.

Answer :

Did the game end in a draw?

1. facing/our country/not/many problems/is.
2. all the students/not/have/informed/been.
3. you/to this proposal/do/agree/not.
4. this town/to leave/does/intend/he.
5. the people/co-operate/not/will/with the government.
6. a better method/you/can/suggest/not.
7. speak/I/to the manager/may.
8. try/needn't/for a better job/he.
9. you/he/dare/the truth/tell.
10. start/must/so early/you.

EXERCISE 2

Frame questions to get the following answers. In negative questions use contracted negative forms.

Follow directions given in brackets. Study the examples.

Examples :

Answer : I. Yes, we are planning to go on a tour. (negative-question)

Question : Aren't you planning to go on a tour?

Answer : II. No, I did not go to cast my vote. (affirmative question)

Question : Did you go to cast your vote?

1. Yes, he is spending a lot on his son's education.

(negative question)

2. No, we did not participate in the demonstration.

(affirmative question)

3. Yes, my sister has fully recovered from illness.

(negative question)

4. Yes, I always get up early.

(affirmative question)

5. No, they cannot leave before morning.

(affirmative question)

6. Yes, our college will hold a Volley-ball tournament.

(negative question)

7. Yes, we should work hard (negative question)

8. Yes, I had difficulty in finding the place.
(affirmative question)
9. No, he daren't confess his mistake.
(affirmative question)
10. No, you needn't go now. (negative question)

EXERCISE 3

Change each of the following sentences into question with the help of the auxiliary *do/does/did*

Study the examples.

Examples :

- I. **Statement :** We *play* cricket every Sunday morning.
Question : *Do* we *play* cricket every Sunday morning?
 - II. **Statement :** The Janta Mail *leaves* Delhi at 9 p.m.
Question : Does the Janta Mail *leave* Delhi at 9 p.m.?
 - III. **Statement :** It *rained* heavily last night. ;
Question : *Did* it *rain* heavily last night?
1. They set out on their journey quite early.
 2. Several express trains run between Delhi and Allahabad.
 3. The centre-forward scored the first goal.
 4. He accidentally cut his finger with a razor.
 5. Each of you deserves a prize.
 6. It gets very hot in Allahabad in May and June.
 7. People praise him for his honesty.
 8. He avoids getting involved in small matters.
 9. They take a boat to cross the river.
 10. The teacher asked us to be present in the meeting

5.7 Information questions (questions with *wh*— word with auxiliaries)

Study the *questions* under A and their *answers* under B, and look at the portions printed in italics under both:

A (Questions)

1. *What are you doing here?*
2. *What book have you given him?*

B (Answers)

1. *I am waiting here for my friend*
(Verb phrase)
2. *I have given him my grammar book.* (Direct object)

3. *Which boy* can do this sum? -
(Subject)
4. *Who (whom)* are you supporting in the election? (Object)
5. *Whose book* is lying there on the table? (Subject complement)
6. *When* will you come back? (Adverbial of time)
7. *Where* have the boys gone? (Adverbial of place)
8. *Why* is the child crying? (Adverbial of reason)
9. *How long* have you known him? (Adverbial of duration)
10. *How* should we proceed? (Adverbial of manner)

We see above that information questions are formed with the help of one of the interrogative words (*Wh words*) printed in italics in questions under A. These questions are, as their name suggest, asked to seek some information. Information can be sought on any part of a sentence. In answer under B the art on which information is sought is printed in italics. The part itself is indicated in brackets at the end of each of the answers.

We also find in questions under A above that the question element which contains *wh word* has been placed at the beginning of the sentence (*what book, which boy, whose book* in question 2,3 and 5 above). The *Wh word* takes the first position in the question element. The auxiliary Verb has been placed before the subject (except questions 3 and 5 in which the question element itself is the subject). The *Wh word* takes the first position in the question element. The auxiliary verb has been placed before the subject (except questions 3 and 5 in which the question element itself is the subject). The rest of the Verb phrase has been put after the subject, the order thus being:

Wh word—the rest of the question element—auxiliary verb—subject—the rest of the verb phrase.

The main (full) verbs need the auxiliary *do* in the formation of *Wh* questions. The main Verbs are not inverted with the subject, as the auxiliaries are:

- (i) What games *do* you play?
- (ii) Where *does* your friend live?
- (iii) Why *did* you come late?

For the main verbs with *do* auxiliaries in *Wh* questions, the word order is the same as for other auxiliaries:

Wh word.....the rest of the question element.....auxiliary verb do.....subject.....the rest of the verb phrase.

5.7.1 *Wh* negative questions with auxiliaries

Study the following questions:

- (i) Why *has* Anil *not* come today?
- (ii) Which book *will* you *not* give?

Note that the negative word *not* has been placed between the subject and the rest of the verb phrase.

In informal English and in speech, however, the contracted negative form of the auxiliary is used before the subject :

- (i) Why *hasn't* Anil come today?
- (ii) Which book *won't* you give?

In forming the *Wh* negative question with the main verb, the auxiliary verb *do* is needed.

- (i) When *does* he *not* (When *doesn't* he), commit mistakes?
- (ii) Why *do* you *not* (why *don't* you) tell your father?
- (iii) Which question *did* you *not* (which question *didn't* you) answer?

5.7.2 Study the following questions with *Wh* word:

1. *In which* room do you live?
2. *To whom* were you talking?

We see above the *Wh* word is preceded by a preposition, and is not the first word in the question element. When *Wh* word occurs in a prepositional complement, the preposition precedes the *Wh* word in

formal English.

In informal English, the preposition is shifted to the end of the sentence:

1. *Which* room do you live *in*?
2. *Who* were you talking *to*?

Note the use of *who* instead of *whom* in sentence 2.

5.7.3 Study the following questions with *Wh* word:

- (i) *Who* has stolen my watch?
- (ii) *Who* came late?

In each of the above questions the *Wh* word functions as the subject. There is no inversion of the auxiliary verb with the subject in sentences where the *Wh* word itself is the subject. We also see, that the main verb follows the *Wh* word, and the auxiliary *do* has not been used. The *do* auxiliary is not needed when *Wh* word itself is the subject in the sentence.

Thus we say:

- (a) *What* caused the fire?
- (b) *Who* comes to see you daily?

and not

- (a) What did cause the fire?*
- (b) Who does come to see you daily?*

5.7.4 Study the following sentences and look at the interrogative *Wh* subordinate clause, printed in italics:

- (a) I don't know */why he has left*.
- (b) Kindly tell me */When I can meet you*.
- (c) Everybody knows */how he got this job*
- (d) Please tell me */where he lives*.

In each of the above sentences, the *Wh* word introduces an interrogative subordinate clause. In the negative *Wh* subordinate clauses, the auxiliary verb is not inverted with the subject (sentences (a) and (b) above). In Interrogative *Wh* subordinate clauses with the main verbs, the auxiliary *do* is not used (sentences (c) and (d) above). The verb comes after the subject, as in a statement. Note that there is no mark of

interrogation at the end. But when the principal clause is interrogative, we put a question mark at the end:

Do you know where he lives?

In such sentences mistake is generally committed by the students at secondary stage and even after that. The students have to guard against the mistake of putting the auxiliary before the subject in an *interrogative Wh subordinate clause* and mistake of putting the interrogation mark if the principal clause is not in the interrogative.

We cannot say :

(a) I don't know why has he gone?

incorrect

(b) Kindly tell me where can I meet him?

We say :

(a) I don't know why he has gone.

correct

(b) Kindly tell me where I can meet him.

5.7.5 Study the sentence under **A** and the *Wh questions* asked to seek information on its different parts under **B** :

A

1. The directors will appoint him Chairman next month.

B

- (a) *Who* will appoint him Chairman next month?
- (b) *Whom* will the directors appoint Chairman next month?
- (c) *What* will the directors appoint him next month?
- (d) *When* will the directors appoint him Chairman?

question (a), under B, seeks information on the subject. In answer to this we have to inform about the *subject* : *The directors*. Question (b) requires information on the *object* : *him*. Question (c) seeks information on the *object complement* : *Chairman* and question (d) falls on the *adverb* : *next month*.

EXERCISE 1

Frame questions to get the following answers. Begin each question with

the question word in brackets. Study the examples.

Examples :

Answer : I. I gave him some books yesterday. (*When*)

Question : When did you give him some books?

Answer : II. I have been in this town for ten years. (*How long*)

Question : How long have you been in this town?

1. Your behaviour made the teacher angry. (*What*)
2. India stands for peace in the world. (*For what*)
3. Tagore got the Nobel Prize in 1913. (*When*)
4. The road on the right side leads to the post office. (*Which*)
5. He wants to resign from his post because of ill health. (*Why*)
6. We are staying in the Civil Lines with a friend. (*With whom*)
7. Sudhir's name figures first in the list. (*Whose*)
8. Sheela has gone to Varanasi with her parents. (*Where*)
9. He felt very depressed on his failure. (*How*)
10. One of the boys has answered the question correctly. (*Who*)

EXERCISE 2

Correct the following sentences :

1. Who did go with you to the movie?
2. I don't know where has all the money gone?
3. What means all this long lecture?
4. When was completed your work?
5. Why you are not taking the matter seriously?
6. How much this book costs in the market?
7. The teacher asked me what languages did I know.
8. I want to learn how is English spoken.
9. Which question you will answer first?
10. I can't understand why did Sudhir fail in Hindi.

5.8 Inversion of the auxiliary verb with the subject in statements beginning with negative words

Study the following sentences :

- (i) Little did he know what problem he had created.
- (ii) Never can I forget that terrible experience.
- (iii) Hardly had the children gone out when the roof collapsed.
- (iv) Not a word could he say.

- (a) The sentences above begin with words of negative meaning. (*little, never, hardly*) (b) It is also seen that the auxiliary verb is placed before the subject as is done in questions. These negative words are not many. Some of the common among them are : *scarcely, seldom, rarely, not only, neither-nor*. The inversion of the auxiliary with the subject takes place when these negative words begin a sentence.
- (c) - The auxiliary *do* is used with the main verb for such an inversion (see sentence (i) above). (d) The sentences above can be written in normal word order (without inversion) if the negative word is not the first word :
- (i) He little knew what problem he had created.
 - (ii) I can never forget that terrible experience.
 - (iii) The children had hardly gone out before the roof collapsed.
 - (iv) He could not say a word.

5.9 Tag-questions with auxiliaries

Study the following sentences :

1. The train has left, *hasn't it?*
2. The train has not left, *has it?*
3. You came late yesterday, *didn't you?*
4. You did not come late yesterday, *did you?*
5. Your elder brother is serving in the army, *isn't he?*

- (a) Each of the sentences above is seen to have two parts : the statement and the tag question.

For example, in sentence 1 'The train has left' is the statement, and *hasn't it?* is the tag question

- (b) The statement can either be positive or negative.
A positive statement expects *Yes* answer (see sentences 1, 3, & 5). A negative statement expects *no* answer (see sentences 2, & 4).
- (c) Further, if the statement is positive, the tag question is negative (sentences 1, 3 & 5) and if the statement is negative, the tag question is positive (sentences 2 & 4).
- (d) In a tag question the auxiliary of the statement is repeated, and the pronoun repeats or refers back to the subject of the statement. For example, in sentence 1 the auxiliary *has* of the statement has been repeated in the tag question. The *it* pronoun of the tag question refers

back to the subject of the statement *the train*.

- (e) If the statement contains a full verb, the tag question is formed with the help of the *do* auxiliary (see sentence 3 above).
- (f) We use only the contracted negative forms of the auxiliaries in negative tag questions :
hasn't, didn't, isn't (and *not* has not, did not, is not).

EXERCISE 1

Add tag questions to the following statements :

1. He comes to see you every Sunday.
2. The doctor came late.
3. Children kill frogs in sport.
4. They are not coming to night.
5. Students have assembled for the morning prayer.
6. Sudhir can easily answer this question.
7. Sudhir and Abdul did not go with other boys.
8. You have received money from your father.
9. He always travels in first class.
10. Your brother will not approve of your behaviour.

5.10 Use of the auxiliary verbs to avoid repetition

Study the following sentences ;

1. I *can* solve this problem and *so can you*.
2. We *must* now leave, and *so must you*.
3. Harish *went* to the picture and *so did I*.
4. I *don't play* hockey, and *neither does Sudhir*.
5. Father : I hear you *misbehaved* with one of your class fellows.
 Son : No, father, I *didn't*.

(a) In sentences 1 to 4 above, the auxiliary verb is used in the second part of the sentence to avoid repetition. Thus in place of saying :

I can solve this problem, and you can also solve it.

We have said : I can solve this problem and so can you.

(b) The full verbs need the help of the *do* auxiliary in such constructions (see sentences 3 & 4 above).

(c) In the second part, the auxiliary is inverted with the subject. Thus : *so*

can you, so must you, etc. (and *not so you can, so you must etc.*) But in answer to a question, no such inversion takes place, although the main verb is not repeated (see sentence 5 above).

Only the auxiliaries are thus used to avoid repetition. The main verbs are not used in this way. We say:

We *met* him near the post office, and so *did you*. but not:

We *met* him near the post office, and so *met you*.

EXERCISE 1

Re-write each of the following sentences, placing the negative word or phrase printed in italics at the beginning of the sentence. (Don't forget to invert the auxiliary with the subject). Study the examples.

Examples :

I. The teacher had *scarcely* left when the principal entered the class.

Answer : *Scarcely had the teacher* left when the principal entered the room.

II. I *seldom* meet him now.

Answer : *Seldom do I* meet him now.

1. We can reach Delhi *by no other route*.
2. Anil *rarely* comes to play hockey now.
3. We *little* know that we were supporting a wrong man.
4. The train had *hardly* moved when it began to rain.
5. I *never* expected such behaviour from you.
6. He is *neither* serving in the Army, nor in the Air Force.
7. I play *not only* tennis, but I also play cricket.
8. He could *never* write a single line correctly.

EXERCISE 2

Re-write the second part of the each of the following sentences using the appropriate auxiliary to avoid repetition.

Study the examples.

Examples :

I. You can swim across the river, and I can also swim.

Answer :

You can swim across the river, and so can I.

II. Sudhir attended the meeting, and his friends also attended it.

Answer :

Sudhir attended the meeting, and so did his friend.

1. All the boys have left the class, and Sudhir has also left it.
2. I like coffee, and my father also likes it.
3. My partner works very hard, and I also work very hard.
4. The train has arrived at the right time, and it also arrived at the right time yesterday.
5. The price of sugar has gone high, and the prices of all essential commodities have also gone high.
6. My mother doesn't believe in ghosts, and I also don't believe in them.
7. You cannot deceive anybody, and I, too, can't deceive anybody.
8. You must reach home before dark, and I must also reach home before dark.
9. The captain of our team scored a goal, and the captain of the other team also scored a goal.
- 10 I love games, and my friend Pankaj also loves them.

5.11 Primary auxiliaries (*Be, Have, Do*)

5.11.1 Be as an auxiliary

Study the following sentences, and look at the verb phrases printed in italics :

1. Children *are chasing* the butterflies.
2. It *was raining* when we started.
3. I *shall be leaving* tomorrow morning.
4. Sudha *has been waiting* for you since morning.
5. America *was discovered* by Columbus.
6. I *am being helped* by my neighbours.
7. A new railway line *has recently been laid*.
8. She *might have been injured* in the accident.
9. This matter *will be considered* in tomorrow's meeting.

We see above that the auxiliary verb *be* (*is, am, are, was, were, be, been, being*) has been used to help the main verbs in the formation of the progressive (continuous) tenses (sentences 1, 2, 3 and 4). *Be* is also seen above to help the main verbs in the formation of the passive voice sentences 5 to 10). For the progressive tenses *be* is used with the main verb in the *ing* form. In passive constructions, *be* is used with the main verb in the—*en* (past participle) *form*.

3.11.2 *Be* as a main verb*

Study the following sentences :

1. My elder brother *is* a famous doctor
2. Rekha *was* weak at Mathematics.
3. My parents *are* in the room upstairs.
4. Some boys *were* not (weren't) present in the class.
5. *Are* you happy with your result?
6. What *is* (what's) your age?
7. Radha *is* a teacher, and so *am* I.
8. You *are* upset, *aren't* you?
9. My hobby *is* playing.
10. The story *is* really interesting.

Be functions as the main verb in each of the above sentences. It is seen that the verb *Be* links the subject with the complement. For example, in sentence 1 *is* links *My elder brother* with *a famous doctor*. The complement of a *Be* verb is a noun or a noun phrase (*a famous doctor, a teacher, your age*), an adjective (*weak, present, happy, upset, interesting*) or a gerund (*playing*). *Be* links the subject with its complement, and is, therefore, known as a **linking verb**. The complement expresses some quality or attribute or identity of the subject. The subject and its complement refer to the same person or thing. The complement is, therefore, known as the **subject complement**.

The complement of the verb *Be* is also an **adverbial** (sentence 3 above).

We also see in the sentences above that *Be* as a main verb expresses the same grammatical features as *Be* as an auxiliary does :

- (a) It is made negative by the addition of *not*. Contracted negative

forms *isn't*, *aren't*, *wasn't*, *weren't* are used in spoken English (sentence 4).

(b) It is inverted with the subject to form the interrogative (sentence 5 & 6).

(c) *Be* is used in tag questions (sentence 8).

(d) It is used to avoid repetition (sentence 7).

5.11.3 The use of *be* in imperative sentences

Study the following sentences :

1. *Be* more careful in future.
2. Do *be* quiet, please.
3. Don't *be* foolish.
4. Why don't you *be* a nice boy, and obey your parents?

In each of the sentences above *Be* functions as the main verb. All sentences above are imperative. *Be* may be used with the auxiliary *do* in imperative sentences where we want to be more emphatic or persuasive (sentence 2). In negative imperatives (sentence 3), *Be* is regularly used with the *do* auxiliary. Sentence 4 is interrogative, but it has the meaning of an imperative sentence.

5.11.4 The use of *were* in some constructions

Study the following sentences :

1. If I *were* the Prime Minister, I would solve the problem of unemployment.
2. I would not care, if I *were* you.
3. I wish I *were* there.
4. I wish she *were* alive.

In the above sentences *were* is used in a hypothetical sense, to express unreal conditions. In normal construction *I, she* will take *was* in the past tense. But in conditional clauses with hypothetical meaning as illustrated in the sentences above they usually take *were* with them, particularly in formal writing (sentences 1, 2 & 3) in subordinate clauses after verbs like *wish*, *were* is usually used instead of *was* (sentence 4).

5.12 Have as an auxiliary

Read the following sentences carefully and look at the verb phrases printed in italics :

1. I *haven't met* the new teacher.
2. *Have* you finally *decided* to quit this job?

3. Boys *have already assembled* for the morning prayer.
4. Rekha *has been selected* for admission to the M.B.B.S. course.
5. I was certain I *hadn't seen* him before.
6. *Having once made* a promise, the manager announced the new bonus policy in the meeting.
7. Anil was supposed *to have secured* a first division in High School.
8. We *have lived* in this town for ten years.
9. It *has been raining* for two hours.
10. All your efforts *have proved* futile, and so have mine.

We see in the sentences above that *have* as an auxiliary helps the main verbs in the formation of the perfect tenses, both present and past. *Have* functions as an auxiliary by inverting with the subject to form the interrogative (sentence 2). It is used in tag questions and at other places to avoid repetition (sentences 3 to 10). The negative word *not* is used after it in the formation of the negative, and it has its contracted negative form (sentence 1)

Note the use of the participle form of *have* in sentence 6 and its use in the infinite form in sentence 7. It also helps in the formation of the perfect progressive tenses by combining with *been* followed by the main verb in the *ing* form (sentence 9).

5.12.1 *Have* is constructed as an auxiliary when it is used in the sense of *possess*, although it is the main verb in the sentence :

She *hasn't* any money in her pocket.

Hasn't she any money in her pocket?

But *have* is also constructed as the main verb in such expressions and it takes the help of the *do* auxiliary to form the negative and the interrogative:

She *doesn't have* any money in her pocket.

Doesn't she *have* any money in her pocket?

In informal writing and speech, *got* is often used with *have* to express the meaning of *possession* :

She *hasn't got* any money in her pocket.

Hasn't she *got* any money in her pocket?

5.12.2 Have as a main verb

Read the following sentences carefully :

1. We *had* coffee in the breakfast.
2. She *has* high fever.
3. *Do* you *have* a bath every morning?
4. I *don't have* any difficulty in locating the person.
5. All the boys *had* some rest, but I *didn't have* any.

In each of the above sentences, *have* has been used as the main verb. *Have* here expresses the idea of *take*, *receive* or *experience*. Like other main verbs, *have* takes the help of the *do* auxiliary to form the interrogative (sentence 3) and the negative (sentence 4). *Do* auxiliary is used with *have* to avoid repetition (sentence 5).

5.12.3 Use of have with the progressive forms

Study the sentences under A and B :

A

1. We *are having* breakfast.
2. He *is having* a bath.
3. They *were having* an interesting conversation.

B

1. We *have* some guests this evening.
2. I *have* two brothers.
3. She *has* a good memory.

In each of the sentences under A, *have* denotes some activity in progress. It refers to something in progress. *Have* here has been used as a *dynamic* or *activity* verb and is seen to be used in the progressive form. In sentences under B, on the other hand, *have* does not refer to something in progress. It is seen here to refer to some *state*. It is used here as a *stative* verb, denoting some *state*, and not activity. As a *stative* verb, *have* does not admit the progressive form. It will be incorrect to say:

We are having some guests this evening.*

or

I am having two brothers.*

or

She is having a good memory.*

Note : (a) *have* as a main verb, used in the sense of *possess*, *take*, *receive*

The Verb

experience etc. does not have a passive *I have a car* or *I have a headache* cannot be turned into the passive voice.

*We cannot say :

A car is had by me. or

A headache is had by me.*

(b) Verbs that do not admit the progressive are said to be *stative* whereas verbs that admit the progressive are called *dynamic*. The same verb can be used as a stative verb at one place, and as a dynamic verb at the other. The classification of verbs as stative and dynamic is very important. You'll read more about this in the chapter dealing with the progressive tense.

5.12.4 Have + to-infinitive construction

Look at the following sentences :

1. We *have to speak* English in our language class.
2. I *had to work* hard to pass the test.
3. She *has to be* with her ailing mother.

In each of the sentences above *have* is used with a infinitive to express the idea of *obligation*. For example, in sentence 1 above *We have to speak* expresses the idea of *We are obliged to....., because this is the rule*. To form the interrogative or the negative of the *have + to-infinitive* construction, we usually take the help of the *do* auxiliary.

1. We *don't have to speak* in English in our language class.
2. *Didn't I have to work* hard to pass the test?

5.13 Do as an auxiliary

Read the following sentences carefully :

1. I *don't like* coffee.
2. *Did you go* to Agra last year?
3. My partner *doesn't rise* early, but I do.
4. Where *does your sister live* in Allahabad?

We see above that the *do* auxiliary is used to help the main verbs in the formation of the interrogative (sentence 2 to 4) the negative (sentence 1) and to avoid repetition (sentence 3).

Note : (a) The auxiliary *do* is not used with the main verbs, to form the affirmative interrogative when a *Wh word* is the subject.

Who met you outside the theatre?

What happened to your friend?

It will be incorrect to say :

Who did meet you outside the theatre?

(b) The auxiliary *do* is also not used in affirmative indirect questions (questions in the reported speech)

She asked me *why* I came.

Please tell me *where* he lives.

We do not say:

She asked me why did I come ?*

5.13.1 The use of *do* to express emphasis

Note the use of *do* in the following sentences :

1. *Do come* on Monday morning!
2. A. Why didn't you help him?
B. I *did help* him.
3. She *does look* pretty in her new dress.

In each of the sentences above, the *do* auxiliary is used with the main verb to express emphasis. Note that all these sentences are affirmative. In such utterances *do* is pronounced with *strong stress*.

5.13.2 *Do* as a main verb

Read the following sentences carefully :

1. Sheela *didn't do* any shopping last Sunday.
2. Let us *do* our homework.
3. What *does* he *do* with all that money?

Do is used as the main verb in each of the above sentences. It conveys the meaning of *perform* etc. Note that *do* as the main verb requires the help of the *do* auxiliary in the formation of the negative (sentence 1) interrogative (sentence 3).

5.14 Modal Auxiliaries

Study the following sentences :

1. *Can* Salma make children's garments?
2. The sky is cloudy; it *may* rain tonight.
3. We *shall* not start before 6 O' clock.
4. Tomorrow *will* be holiday.
5. I *'ll* write to you after a month.
6. You *must* start now.
7. He *ought* to be a bit more careful.

8. He *used to* sleep late.

9. You *needn't* pay any money now.

10. After what he has done, he *dare* not enter my office.

In the sentences above *can, may, shall, will, must, ought to, used to, need* and *dare* help the main verbs to express mode or to convey a variety of meanings. That is why we call them *modal auxiliaries*. They are different from the primary auxiliaries in not having *s/es forms, ing forms* or *ed participles*. After the modal auxiliaries the main verb is used in its base form : *can read, could read, may go, might go* etc.

Note : *can, may, will* and *shall* have past forms : *could, might, would* and *should*. But the past forms convey a variety of meanings not always the same as those expressed by the present forms. Some of the common meanings conveyed by the modal auxiliaries have been discussed in the following pages. The modal auxiliaries function like the primary auxiliaries in the formation of the negative and the interrogative, and are also used to avoid repetition.

(a) The Captain *will not/won't* allow you to play.

(b) *Shall* I sit idle and do nothing?

(c) You *can not* jump over the fence, but I *can*.

5.15 Modal Auxiliaries : their uses

5.15.1 Can

Can is used to convey the following meanings :

(a) *to express power, ability or capacity :*

1. Abdul *can* repair this television.

2. He *cannot* deliver a good speech although he *can* talk very convincingly among friends.

3. *Can* you render this passage into English?

(b) *Use of can before verbs like see, hear, etc. :*

1. I *can* hear you.

2. I *can* see someone coming towards us.

Note : *See, hear, taste, smell* and *feel* are known as *verbs of perception*. They and many other verbs which do not show *something in progress* are not used in progressive (*ing* form).

Can is used with these verbs to form a kind of substitute for the progressive tenses.

(c) to express permission or negation of permission :

(prohibition)

1. You *can* take my scooter. (you have my permission)
2. You *cannot* talk loudly in the library. (you are not allowed)

(d) to express possibility or impossibility :

1. Banks *can* serve people better. (It is possible for the banks to serve people better.)
2. This news *cannot* be true (It is impossible that the news is true.)

Can expresses a *theoretical possibility*. To express *factual possibility* *may* is used :

'Classes *may* begin tomorrow' means that there are plans to start classes from tomorrow. But 'classes *can* begin tomorrow' simply shows the possibility of classes beginning tomorrow.

Note : (a) in question (*can*, not *may*, is used to inquire after *possibility*).
Can this news be true?

(b) to express impossibility *cannot* or *can't*, not *may* is used :

He *cannot* be awake at this late hour. (It is impossible that he is awake) on the other hand, he *may not* be awake at this late hour means (It is possible that he is not awake at this late hour)

(c) In sentences like the following *can* expresses the same meaning as *sometimes* or *at times*.

1. Delhi *can* be very cold. (Delhi is sometimes very cold.)
2. Very peaceful people, too, *can* be violent. (Very peaceful people too are sometimes violent)

(d) *Can* is also used to show ability resulting from circumstances, in the sense of *be in a position to*. Can you come tomorrow?

5.15.2 Could

Could is used to express the following meanings.

(a) *Past power, ability or capacity* :

1. When I was young I *could* work ten hours a day,
2. Toru Dutta *could* write wonderful poems at a very early age.
3. Despite all efforts, the doctors *couldn't* save the patient.

(b) *Present or future permission or request:*

1. *Could* I have your bicycle for an hour?
2. *Could* you lend me some money?

(c) *Past permission:*

1. When we were students, we *could* get cinema tickets at half-rate.
(we were allowed to...)
 2. Last year heavy vehicles *couldn't* ply on this road.
- (d) *Possibility in the past:* (were not allowed to...)

1. In good old days you *could* get pure ghee very cheap.
2. A man *could* get food and shelter in every household those days.

(e) *Past possibility not achieved or past ability not exercised:*

1. If I had money, I *could* purchase a scooter.
2. Our previous principal *could* face such a situation more boldly.

Note : *Past possibility or ability in the hypothetical sense* is also expressed by using *perfect infinitive* construction with *could*.

You *could have got* the job if you had applied in time.

5.15.3 May

May is used

(a) *for asking and giving permission:*

1. You *may* take my umbrella if you like.
2. (A) *May* I see you on Sunday morning?
(B) Yes, you *may*.

Note : To express denial of permission or prohibition we usually use *must not* or *cannot*. *May not* expresses light prohibition. Look at the following sentences :

1. You *must not* disturb him in his sleep.
2. She *cannot* appear at the examination without clearing the dues.
3. You *may not* get more than two books at a time from the library.

Sentence 1 expresses *strong prohibition*. Sentence 2 tells that she will *not be permitted* to appear at the exam, if she does not clear the college dues. Sentence 3 indicates *light prohibition* only.

(b) *to express possibility:*

- 1 She hasn't come to attend the party; she *may* be ill.

2. The news *may* be true. (or may not be true)
3. You *may* catch cold by going out in rain, (it is possible and likely)
4. Sugar *may* be bought at seven rupees a kilo in the open market.

Note : I. when possibility is mixed with uncertainty, as in sentence 2 above, the negative is expressed by *may not*. For impossibility, *can not* / *can't* is used;

'This news *can't* be true' indicates the impossibility of the news being true.

II. In questions asking possibility *can* is used :

Can this news be true?

III. In sentence 4 above *may* is used to indicate a possibility that is the result of some arrangement. In this sense *may* can be replaced by *can*. The opposite in this sense is not *may not* but *cannot*.

(c) to express a wish:

1. *May* you live long!
2. *May* the news be true!
3. I pray that she *may* recover soon.

Note the use of *may* before the subject and a mark of exclamation at the end in sentences 1 and 2.

5.154 Might

Might is used

(a) for asking permission :

1. *Might* I borrow your pen?
2. I wonder if you *might* lend me one thousand rupees. *Might* in place of *may* in questions asking permission shows some hesitation on the part of the speaker. *Might* is, however, not used to give or refuse permission, except as past tense of *may* in indirect speech :

The teacher said that we *might* have games in the evening.

(b) to indicate possibility :

1. Our candidate is trailing behind, but he *might* lead in the last round of counting.
2. Guests have not arrived yet even after sunset; they *might* come late at night or tomorrow morning.

Might usually indicates a possibility that the speaker thinks to be remote or uncertain.

(c) *to indicate a hypothetical possibility in the past:*

1. He fell from the roof and broke his leg; he *might* have been killed. (but he wasn't)

(d) *to indicate what is possible and likely:*

1. They have just left, you *might* catch up with them if you run after them.
2. In some parts of Rajasthan you *might* travel miles without finding water.

5.155 Must

Must is used

(a) *to express obligation or compulsion:*

1. You *must* attend classes regularly to make up your percentage of attendance.
2. All taxes *must* be paid in time.
3. We *mustn't* violate the rules of the college.

Note : *Must* is used to express present or future obligation. To express a past obligation, *had to* is used in place of *must* : Cadets *had to* take part in games (were obliged to). However, in reported speech *must* is used to express past obligation. To convey the idea of *not be obliged to*, two negatives are used : *needn't* or *don't have to* :

1. You *needn't* stay for games.
2. You *don't have to* pay advance tax.

(b) *to express a necessity:*

1. We *must* walk fast or we shall miss the train.
2. We *must* keep close to the bank or the fast current will sweep us away.

Note : The absence of necessity is expressed by *needn't*. There is sufficient time left and you *needn't* hurry.

(c) *to express strong likelihood:*

1. The Kalka Mail departs at 5 p.m.. It is 5.10. The train *must* have gone by now.
2. She wears very costly ornaments. She *must* be very rich.

(d) *to express a command.*

1. You *must* reach the office tomorrow before 10 a.m.
2. You *must* stay where you are.

5.15.6 Shall

Shall is used

(a) *to express simple or neutral future:* (used with 1st person only)

1. By this train we *shall* reach Lucknow before 8 a.m..
2. I *shall* be 50 next month.

(b) *to express intention on the part of the speaker:* (used with 1st person only)

1. We *shall* keep on trying till we succeed.
2. I *shall* help you in finding a suitable match for your daughter.

Note : *Will* can be used instead of *shall* for all persons including the 1st person :

I'll meet you at the station.

The G.T. Express *will* leave for Madras at 5 p.m.. But in questions with 1st persons *shall* is used to consult someone's wishes, etc. or to make an offer :

1. *Shall* I help you with some money?
2. *Shall* we go out for a picnic?

However, in questions denoting perplexity, confusion, helplessness, *will* is used :

What *will* I do now?

(c) *to express willingness or permission on the part of the speaker:* (used with 2nd. and 3rd. persons)

1. He *shall* get his appointment letter tomorrow. (I am willing to issue him his appointment letter tomorrow)
2. You *shall* be admitted to XI science. (You have my permission to be admitted)
3. You *shan't* leave the office before 5 p.m. (You are not permitted to)

leave the office before 5 p.m.)

(d) *in official regulations or legal notices, etc:*

1. Members *shall* elect the Chairman from among themselves.
2. Trespassers *shall* be punished.

Note : In older English, *shall* with 2nd and 3rd persons was used to express threats, commands, promises or other strong notions. We now usually use *will* instead. Expressions with *shall* sound old-fashioned, though we can still use them.

5.15.7 Should

Should is used

(a) *to express moral obligation or duty:*

1. We *should* attend our classes regularly.
2. People *should* respect their elders.
3. We *should* help the poor and the weak.

(b) *to express advice or suggestion:*

1. You *should* reach home before sunset.
2. He is still not fully recovered. He *should* take complete rest.
3. You *shouldn't* be so much worried.

(c) *to express probability:*

1. Anil *should* be in his room. (It is probable that Anil is in his room, but it is not certain)

Compare

Anil *must* be in his room. (Here the speaker is certain about Anil being in his room)

2. The match *shouldn't* have started yet.
(It is improbable that the match would have started)

(d) *to suggest a weak or less strong possibility:*

1. If you *should* meet my son, give him my best wishes. (you might meet him)
2. If you *should* pass by the post office, please bring me some stamps. (you might pass)

Note : It is possible to drop *if* and to begin these sentences with *should*.

Should you meet my son, give him my best wishes.

(e) in subordinate 'that' clauses in sentences of the type :

1. I am surprised that your friend *should* be involved in that case.
2. It is a pity that you *should* have to discontinue your studies.

Some other expressions of this type followed by *should* in the subordinate 'that' clauses may be. It is unlikely that....., we are worried that.....; It is disgraceful that.....; etc.

5.15.8 Will

Will is used

(a) to express simple or neutral future: (used with subjects of all persons)

1. Tomorrow *will* be holiday.
2. You *will* be eighteen next October.
3. I'll be better tomorrow.
4. If you miss the chance, you *will* for ever repent.

Note : With 1st person pronouns (I/We), *shall* may be used in place of *will*: I'll/*shall* be busy next month.

(b) to express intention or willingness: (used with subjects of all persons)

1. I'll consider your proposal.
2. He *will* help you in getting a job.

Note : *Will* can be replaced by *shall* with 1st person pronouns to express intention, willingness or agreement on the part of the speaker: We'll/*shall* hold a meeting tonight.

(c) to predict general timeless truths or to express characteristic behaviour:

1. With so much traffic on the roads, accidents *will* happen.
2. Sugar *will* dissolve in milk.

(d) to express polite requests:

1. *Will* you bring me a glass of water, please?
2. *Will* you please tell me the way to the post office?

(e) to express commands:

1. Cadets *will* turn up in proper uniform for the Republic Day parade.
2. *Will* you mind your own business!

5.15.9 Would

Would is used

(a) *to express a hypothetical meaning in conditional sentences:*

1. If you stopped working hard, you *would* not succeed.
2. If it had rained in the morning, the school *would* have closed.

(b) *to express habitual activity in the past:*

1. On Sundays he *would* go to visit his relatives in the town.
2. Sometimes, on week ends, we *could* go for a swim.

(c) *to express polite requests:*

1. *Would* you please lend me five hundred rupees for a month?
2. *Would* you please bring a chair for me?

Note : In requests and invitations, *would* instead of *will* is considered more polite.

5.15.16 Ought to

Ought to is used

(a) *to express moral obligation or duty or logical necessity:*

1. You *ought to* discuss this problem with your father.
2. We *ought to* move at once, if we are to reach the station in time.
3. You *ought to* be sorry for your misbehaviour.

(b) *to express advice:*

1. You *ought to* be more careful about your health.
2. We *ought to* avoid the company of bad boys.

(c) *to express probability or to indicate expectation:*

1. He *ought to* be in his room now.
2. Sheela *ought to* be in some difficulty.

Note : (a) *ought to* is less categorical and emphatic than *must* which, too, is used to express obligation, advice or probability. *Must* carries greater force than that conveyed by *ought to*. *Should* is used to express obligation and advice and is less emphatic than *must*. Light prohibition or disapproval is expressed by *Oughtn't to*:

1. You *oughtn't to* be so careless about your dress.
2. We *oughtn't to* laugh at other people's faults.

(d) *to express past obligation not fulfilled:*

1. You *ought to* have been thoughtful in spending your money.
(but you weren't)

2. Your son *ought to* have worked hard to get success. (he didn't)

Note : (i) We see in the sentences above that *ought* is always followed by *to*-infinitive.

(ii) In questions involving inversion, *should* is preferred to *ought to*. Thus in place of : *Ought you to go now?*

We prefer:

Should you go now?

5.15.11 Need

Need can be used both as a modal auxiliary and as an ordinary verb/main verb. As a modal auxiliary *need* is used mainly in the negative and the interrogative sentences.

(a) *It is used in the negative to express lack of necessity, usefulness or obligation:*

1. You *needn't* worry at all.
2. He *needn't* have gone.
3. They *needn't* be so impatient.

Need in the interrogative is used to ask about such *necessity, usefulness or obligation*.

1. *Need* he start so early?
2. *Needn't* you be careful about your health?

Note : that (a) as a modal auxiliary *need* has no *s/es* form for 3rd. person singular. (he *needn't/need* he)

(b) *It is followed by a bare infinitive (infinitive without to)*

1. *Need* he *be* so impatient?
2. You *needn't* bother about me.

5.15.12 Dare

Dare, like *need*, can be used either as a modal auxiliary or as an ordinary verb (main verb). *Dare*, as an auxiliary, is used mainly in the interrogative and the negative.

The negative *daren't* is mainly used as an equivalent to *haven't the courage to* .:

1. I *daren't* ask him any question about this affair.
2. He *daren't* show his face here after what he has done.

In the interrogative sentences, *dare* is used to ask about such courage.

1. *Dare* you tell your father about your conduct?
2. How *dare* you talk so rudely?

Note : (a) *Dare*, as a modal auxiliary, has no *s/es* form for 3rd. person singular (*he daren't/dare he*), and is followed by a bare infinitive (infinitive without *to*), as can be seen in the above sentences (*ask, how, tell and talk*).

(b) *Dare* is also used partly as ordinary verb (main verb) and partly as an auxiliary:

1. I do not *dare* speak to him about this matter.
2. He *did not dare* tell anybody.

(In the sentences above, the negative of *dare* has been formed with the help of the auxiliary *do* but it is still followed by a bare infinitive)

Need and *Dare* are more commonly used as main verbs. Look at the following sentences and note the use of *need* and *dare* as main verbs:

NEED

1. He *needs* to start early.
2. We *don't need* to be impatient.
3. *Does* he *need* to bother about it?
4. *Doesn't* your friend *need* to be more careful in his speech?

DARE

1. I *don't dare* to check him.
2. He *doesn't dare* to come
3. *Do* you *dare* to disobey?
4. *Doesn't* he *dare* to move out?

5.15.13 Used to

Used always takes to-infinitive and is used only in the past tense. *Used to* is constructed as an auxiliary but its use as main verb is more common:

1. *Used to* expresses the idea of repeated or habitual action in the past. It is not used for the present time reference.

Look at the sentences below:

1. He *used not* to be very regular those days.
2. They *usedn't* to rise early.
3. She *used to* talk much when she was young.
4. I *used to* work hard.

However, the construction of *used to* as a main verb is more common.

1. He *didn't use to* be very regular.
2. *Did he use to* sleep late?
3. *Didn't he use to* go to school on foot?

Note : (a) In the interrogative sentences, *used to* constructed as a main verb is preferred. *Used he to go there* is also acceptable. But we preferably say, *Did he use to go there?*

(b) For uses of past forms of the modal auxiliaries (*could, might, should and would*) in indirect speech after a past reporting verb, refer to the Chapter on Direct-indirect narration.

EXERCISE-1

Fill in the blanks in the following sentences with the correct present form of *be, have* or *do*:

Hint :

present forms of *be* : *is, am, are,*

present forms of *have* : *has, have*

present forms of *do* : *do, does,*

Study the following examples :

Iyou consider this fellow to be dishonest?

Answer : *Do* you consider this fellow to be dishonest?

II Inot yet completed my work.

Answer : I *have* not yet completed my work.

III Whereall the boys going?

Answer : Where *are* all the boys going?

1. Theyplanning to move this afternoon.
2. Anilbeen granted full freship.
3. What timeyou expect the marriage party to reach here?
4. How longyour parents been living in this town?
5. A gentlemannot tell lies.
6. Black cloudsgathering in the west.
7. Rekhabeen chosen for merit scholarship.
8. Wegetting ready to move.
9.she come here often?
10. Wemade all possible efforts.

EXERCISE 2

Fill in the blanks with the correct present form *be, have* or *do*:

A

1. Iattend my classes regularly.
2. Therea lot of people present in the meeting.
3. Wenot yet fully discussed the matter.
4. Iconvinced of his involvement in this case.
5. Hethe two friends quarrelled?
7. Whatyou think about this proposal?
8. Her health.....not seem to improve.
9. My elder brotherbeen appointed captain of the team.
10. Our housebeing decorated for my sister's marriage.

B

1. You aloneto blame for this incident.
2. Wegot to work hard to achieve success.
3. Shevisit us off and on.
4. Our neighbourssuffered a big loss.
5. Webeen waiting anxiously for the show.
6. A very useful lecturebeing delivered by the teacher.
7. My carparked outside.
8. Itravelled a lot this Sunday.
9. Our villagesnot made much progress.
10. Westill undecided on this matter.

EXERCISE 3

Fill in the blanks with the correct past form of *be, have* or *do*:

Hint :

past forms of *be* : *was, were*

past form of *have* : *had*

past form of *do* : *did*

Study the following examples :

- I. The boyrewarded for his bravery.

Answer : The boy *was* rewarded for his bravery.

- II. Nobody believed that Neeraj..... topped the list of successful

candidates.

Answer : Nobody believed that Neeraj *had* topped the list of successful candidates.

III. Itnot rain yesterday.

Answer : It *did* not rain yesterday.

A

1. Americadiscovered by Columbus.
- 2. The teacherstarted teaching before we reached the class.
3. That day younot make any mention of this new scheme.
4. Peoplebeen moved to safer places before the whole area was flooded.
5. Itdecided to postpone the discussion for the next meeting.
6. Wehelp him a lot.
7. If Ibought this watch last month, I would have saved twenty rupees.
8. Those days unauthorised housesbeing demolished.
9. you not notice any change in her behaviour?
10. Weshocked to hear the news.

B

1. The trainpassing through a tunnel when this accident happened.
2. Many new namesadded to this list.
3. I would have surely attended your marriage, if Ibeen informed earlier.
4. The meetdeclared open by our principal.
5. Whereyou get these books from?
6. The housebeen looted by the time the police arrived.
7. Whohe think to be the real winner?
8. Everybody knew that several new schemesbeing introduced to help the poor.
9. We thought youbeen finally selected.
10. The aeroplanenot take off due to bad weather.

EXERCISE 4

Fill in the blanks in the following sentences with *will* or *shall*, whichever is suitable :

1. Your friend appears to be in some trouble.I call the police?
2. WhatI do, if I don't get the money in time?
3. I promise youget a holiday next week.
4.you pass me the salt, please?
5. Younot leave my office until you admit your mistake.
6. Fishnot survive without water.
7.I go to fetch the doctor?
8.you please lend me your bicycle?
9. My fatherbe fifty next month.
10. How longhe take to finish the job?
11. Boysalways be boys.
12. Our English teacherhold an extra class this Sunday.

EXERCISE 5

Fill in the blanks in the following sentences with *can*, *may* or *must* whichever is suitable :

A

1. The fence is not very high Youeasily jump over it.
2.I take the seat next to you?
3. The studentsabide by the rules of the college.
4.you be free on Sunday?
5. The trainarrive late if it rains.
6. Inot swim across the river when it is in spate.
7. When you reach Delhi, yousend me a telegram.
8. Youwork harder in order to qualify for the interview.
9. Our guests like these sweets ornot like them.
10. Rashidpractise regularly if he wants to play for the college first eleven.

B

1. If you want to drive a car, youhave a driving license.
2. The newsornot be true.
3. Radha has got very good marks in English. She..... have written very good answers.
4.I take your pen, please?
5. Your house is really very big. It.....have cost your ther a lot of money.

6. The camellive for days without water.
7.this fellow be our new manager?
8. The meetingbe postponed if there is holiday tomorrow.
9. Sarla is ill. Younot bother her with your problems.
10. If you are not very intelligent, younot solve this puzzle.

EXERCISE 6

Fill in the blanks in the following sentences with *would/could/should/might*, whichever is suitable:

A

1. For all his efforts during the last six months, henot get a good job.
2. There's no trace of Anil here. But hecome in the evening.
3. Weavoid the society of bad boys.
4.you mind giving me your English note-book?
5. When we were students, wenot go out of the hostel after sunset.
6. Hari is not here. Hehave gone to the library.
7. It is unlikely that Veenaagree to your proposal.
8. He promised that hecome.
9. I tried my best to convince him, but henot be persuaded.
10.you go to the college office, please bring me a fee concession form.

B

1. Inot get my marksheet in time. The result was that Inot apply for the post.
2. Karim has already gone. Hebe waiting for us at the station.
3. Wepay all our taxes regularly.
4.you tell me the way to the railway station?
5.you mind if I switched on the fan?
6. He is a man of word. Henot back out once he promised.
7. I am surprised that Anilfail.
8. We tried our best, butnot trace your brother.
9. Peopleobserve the rules of the road faithfully.
10.you please pay us a visit next Sunday?

EXERCISE 7

Fill in the blanks in the following sentences with *must/mustn't* or *need*

whichever is suitable :

1. If you want to go to a foreign country, youhave a passport.
2. Youface the interview with confidence, andbe nervous.
3. Webe self-centred, andthink of other people's interests.
4. The train will leave at 6.30 a.m. Yourise so early.
5. The Taj is such a grand building. Ithave taken several years to build it, andhave cost a huge amount of money.
6. Yousleep late. It will adversely affect your health.
7. The allotteesdeposit the full cost of the plots in advance. But theypay at least 25 percent of the cost at the time of allotment.
8. I understand the whole situation. Youexplain.
9. You already know all about this matter, and Itell you.
10. If you are still jobless youregister your name with the employment exchange.

(II) TENSE : FORM AND USE

5.16 Tense and time

Time, we all know, has three broad divisions : *past*, *present*, and *future*. To express differences in the time of happenings, we use different forms of the verb. Compare the sentences under A and B, and look at the verb form in each sentence printed in *italics* :

A

1. I *see* somebody coming.
2. The teacher *wants* to speak to you.
3. *Do* you *hear* some noise outside?
4. My elder sister *lives* in Delhi.

B

1. I *saw* somebody coming.
2. The teacher *wanted* to speak to you.
3. *Did* you *hear* some noise outside?
4. My elder sister *lived* in Delhi.

Sentences under A above refer to the *present time*. Note that the verb used in each of these sentences is in its *base form* or *base +s/es form*. The verb forms in these sentences are in the *simple present tense*. Sentences under B refer to the *past time*. The verb in each of these sentences is in its *ed* or *simple past form*. The verb forms in these sentences are in the *simple past tense*. *Tense* relates the happening, state or action, etc. described by the verb to *time*.

5.16.1 Tense and aspect

Besides differences in *time*, there can be differences in the *manner* in

which the happening described by the verb is regarded or experienced. The happening can be seen as *in progress* or as *perfect* or *completed*. Study the sentences under A and B, and look at the verb form in each sentence printed in italics :

A

1. I *am writing* a letter to my father.
2. Children *are crossing* the river.
3. Anil *is jumping* over the fence
4. Passangers *were boarding* the bus.
5. Those days he *was living* in Delhi.

B

1. I *have written* a letter to my father.
2. Children *have crossed* the river.
3. Anil *has jumped* over the fence.
4. Passengers *had boarded* the bus five minutes before we reached the bus stop.
5. He *had lived* in Delhi before he came to Allahabad.

In sentences under A we find some *action in progress*. Note that the verb phrase in each sentence is made up of *be + verb in the ing form*. Also note that sentences 1, 2 and 3 refer to some action in progress in the present time. The verb forms in sentences, 1, 2 and 3 (*is/am/are + V ing*) are in the **present progressive** or **present continuous tense**. Sentences 4 and 5 refer to some action in progress in the past time. The verb forms in sentences 4 and 5 (*was/were + V ing*) are in the **past progressive** or **past continuous tense**.

In sentences under B the *action is shown as completed*. Note that the verb phrases in sentences 1, 2 and 3 are sentences constituted of *has/have + V-en* or *verb in the past participle form*.

In sentences 1, 2 and 3 the action is shown as completed in the past related to the present time. The results of the action in the past can be seen in the present time. For example, sentence 1 shows the completion of the activity or writing the letter. But we may also understand among other possibilities that the letter is still with the writer, and he is probably going to post it. The verb forms in sentences 1, 2 and 3 are in the **present perfect tense**. The verb phrases in sentences 4 and 5 are made up of *had + V-en* or *verb in the past participle form*. In these sentences the action is shown as completed at a time further in the past completed before some other past action we have

in mind. The action indicated is, as it were, *past in the past*. The verb forms in sentences 4 and 5 are in the **past perfect tense**.

We see in sentences under A and B that different verb forms have been used to express actions in progress in the present and the past, on the one hand, and to show actions as completed in the present and the past, on the other. The verb forms in sentences under A show the *progressive aspect*. Some verbs do not take the progressive, because the idea of something in progress cannot be applied to them. We shall deal with such verbs under the progressive tenses later in this chapter.

Those in sentences under B show the *perfective aspect*.

5.16.2 Combining the progressive and the perfective aspects :

Read the following sentences carefully, and look at the verb form in each sentence printed in *italics* :

1. It *has been raining* for more than six hours.
2. We *have been waiting* for you since morning.
3. He *had been playing* cricket before lunch.

In sentences 1 and 2 we find some action that started at a certain time in the past continuing in the present. The verb phrase in each sentence is made up of *has/have + been + verb in the ing form*. The verb forms in these sentences are in the **present perfect progressive/continuous tense**. The same sort of meaning as expressed by the present perfect progressive tense may also be conveyed by the present perfect tense with certain verbs.

'I *have lived* in this town for ten years', has the same sort of meaning as

I *have been living* in this town for ten years.

or

'I *have waited* for him since morning', convey the same meaning as
I *have been waiting* for him since morning.

In sentence 3 the action is seen continuing further in the past as seen from the view point of another action in the past. *Lunch* was in the past, and we had been playing cricket even before that. The verb phrase in sentence 3 consists of *had + been + Verb in the ing form*. The verb form in this sentence is in the **past perfect progressive/continuous tense**.

Note : It is important to know that most of the tenses have more than one use. The past tense does not always have a past meaning, nor the present tense a present meaning.

For example, the simple present tense does not always refer to the present time. It can refer to

(a) *future time:*

We *start* tomorrow morning.

(b) *general truths or general time :*

The sun *rises* in the east.

(c) *a past meaning :*

At that stage in the story the hero *arrives*, and *kills* the villain after a bitter fight.

5.17 Tenses and their uses

In the following pages, we have dealt with the tenses one by one and have described some of their important uses. Students are advised to learn the various tenses and their uses in the same order as provided in the following pages.

5.17.1 The Simple Present

(A) Study the following sentences :

1. The child *is* hungry.
2. Boys *are* in the field.
3. I *feel* uncomfortable here.
4. I *see* an aeroplane.
5. It *is* very cold.

The sentences above describe an action or state occurring at the present moment. This use of the simple present tense (*Verb in its base form, or base + s/es form*) includes Verbs that do not take the progressive (for more on such Verbs refer to the description under the present progressive).

(B) Study the following sentences :

1. The Ganges *rises* in the Himalayas.
2. The earth *moves* round the sun.
3. Trees *control* air-pollution.

4. Light *travels* faster than sound.

In the above sentences the **simple present tense** is used to express general or eternal truths when no particular time is thought. The statements above were true in the past, are true now, and are likely to be true in future.

(C) Study the following sentences :

1. Our teacher *knows* French.
2. I *prefer* coffee to tea.
3. I *hate* dishonest people.
4. Mahadevi Verma *writes* essays and poems.
5. Mr. Singh *teaches* English at a college in Meerut.

The **simple present tense** has been used in the above sentences to express truths that, though not eternal, are supposed to be fairly permanent at the time of their being spoken or written. They cover a vague period of time extending from past to present and may also be seen to extend into the future.

(D) Study the following sentences :

1. I *get up* at 5 o' clock *every day*.
2. My father *always goes* for a morning walk.
3. I *attend* my classes *regularly*.
4. *He usually reaches* his office in time.
5. I *often meet* him in the market.

The **simple present tense** is here used to express some habitual action. Note the use of the adverbs *everyday*, *always*, *regularly*, *usually* and *often* in these sentences to express the idea of some *habit* or *repetition of some action at regular intervals*.

(E) Study the following sentences:

1. Tomorrow is Sunday.
2. The train *leaves* at 4.30 p.m.
3. Classes *begin* next Monday.
4. My father *comes* back next week.

In the above sentences the **simple present tense** is used to refer future as expressed by the use of adverbs indicating future time : *tomorrow*, *at 4.30 p.m.*, *next Monday* and *next week*.

(F) Study the following sentences :

1. I shall help you if you *ask*.
2. You will not succeed unless you *work* hard.
3. We shall move from here when the show *is* over.
4. I shall leave this house as soon as I *find* another one.

In the above sentences the simple present tense is used in subordinate clauses where the main clauses express or imply future time. Note the use of *will/shall* in the main clauses and the use of *the simple present tense* in the subordinate ones.

(G) Study the following sentences :

1. Then Brutus and others *surround* Caesar from all sides and *strike* him with their swords. Caesar bitterly *cries* out, "you too, Brutus!" and *falls* down dead.

In the above sentences the simple present tense is used to narrate some past event in a dramatic manner. This is known as the *historic* or *dramatic present*.

EXERCISE 1

Fill in the blanks with the right tense forms of the verbs given in brackets: (*use the simple present tense*)

A

1. My uncle.....(*work*) in Delhi. He.....(*buy*) and.....(*sell*) plots and flats.
2. (*do*) your father.....(*go*) for a walk every morning? My father seldom.....(*do*) so.
3. These books.....(*cost*) more than my friend.....(*want*) to pay.
4. Your story.....(*seem*) improbable. But the events.....(*sound*) familiar.
5. I.....(*hate*) reading detective novels. But my sister.....(*like*) to read them.
6. A good student always.....(*work*) hard, and the 'bad ones'.....(*sit*) idle or.....(*gossip*), and.....(*waste*) their time.
7. Why don't you.....(*listen to*) your father's advice? He.....(*understand*) your problem.

8. What books.....(do) you.....(like) to read? As for me, I.....(read) fiction, although my father.....(advise) me not to
9. This glass.....(contain) milk, and the others.....(contain) lemon-juice.
10. At what temperature.....(do) water.....(boil)?

B

1. We often.....(meet) him in the market in school time. He probably.....(miss) his classes.
2. Our classes.....(begin) at 8 a.m., and we.....(study) English in the first period.
3.(do) everybody.....(agree) with this suggestion? I at least fully:.....(agree) with it.
4. My father always.....(read) the newspaper in the morning. But I.....(find) time to read it only in the afternoon.
5. He usually.....(go) to the town on foot. But his parents often.....(take) a tonga.
6. This house.....(belong) to my friend. Those two houses on the other side of the road(belong) to some army officers.
7. My uncle.....(know) Urdu. But other members of our family.....(know) Hindi and English only.
8. How much.....(do) this pair of shoes.....(cost)? It.....(appear) to be costly.
9. He always.....(talk) quite a lot. But I often.....(keep) silent.
10. Nobody.....(understand) what they.....(talk).

5.17.2 The Present Progressive

(A) Read the following sentences carefully and study the tense of the verb in each printed in italics :

1. Sheela's parents *are living* in their village.
2. The school *is running* in a rented building.
3. Look, a swarm of bees *is coming* towards us.
4. The children *are watching* a film on the T.V.

The present progressive tense *is/am/are + verb* in the *ing* form in each of the above sentences expresses some action temporarily in progress, the tense indicates the *limited duration* of the action as compared to that expressed by the simple present. Compare :

1. Sheela's parents *are living* in their village.

(temporarily at present)

Sheela's parents *live* in their village.

(permanently)

2. The school *is running* in a rented building.

(temporarily for the present)

The school *runs* in a rented building.

(permanently)

(B) Study the tense of the verbs in each of the following sentences :

1. He *is always talking* of his rich in-laws.
2. He *is working* in his kitchen garden *whenever* I see him.
3. Her children *are always misbehaving*.
4. You *are all the time boasting* of your own knowledge:

In the above sentences, the present progressive tense has been used to convey continuousness, not temporariness. Note the use of *always* or similar adverbial expressions in these sentences. This use generally conveys a feeling of disapproval or irritation on the part of the speaker.

Note :

It is very important to know that not all verbs are used in the progressive tense. The progressive occurs only with Verbs in dynamic use, Verbs showing some activity etc. in progress. The verbs that most typically take the progressive are :

(a) Activity Verbs : *drink, eat, help, learn, listen, look at, play, rain, read, work, write* etc.

(b) Verbs denoting processes or change : *change, grow, improve, etc.*

(c) Verbs denoting momentary events : *jump, knock, kick, etc.*

The verbs that are not, as a rule used in the progressive tense are *stative Verbs*, Verbs which do not show something in progress. These Verbs fall in either of the two categories :

(a) Verbs that express the perceptions, feelings, or emotions of the five senses : *believe, desire, dislike, doubt, feel, forget, hate, hear, know, like, love, mean, mind, perceive, please, prefer, remember, see, smell, taste, think, understand, want, wish, etc.*

For example, we do not say: I am believing in your honesty.

We say instead :

I *believe* in your honesty.

We also do not say : I am seeing someone coming.

We say instead : I *see* someone coming.

(b) Verbs showing relationship or a state or condition supposed to be permanent at the time of their being spoken or written: *belong to, concern, consist of, contain, cost, depend on, deserve, fit, have (possess), own, possess, remain, resemble, etc.*

For example, we do not say : This house is belonging to me.*

We say instead : This house *belongs* to me.

Or, we do not say : This book *is costing* ten rupees.

We say instead : This book *costs* ten rupees.

(Sometimes we hear the verbs under (a) and (b) above used with the progressive. This happens when the *state verb* is changed into an *activity verb* showing something in progress.

For example :

(i) I *am thinking* about some better way to do it.

(ii) The doctor *is feeling* the pulse of the patient.

For *See* and *hear* we have the equivalent activity verbs *look (at)* and *listen (to)*:

She *is looking at* the picture on the wall.

I *am listening to* the radio.

EXERCISE 2

Fill in the blanks with the right tense forms of the Verbs given in brackets : (use either the simple present or the present progressive, which is suitable)

1. Anil seldom.....(ride) a bicycle. But today he.....(ride) one.
2. Our principal usually.....(deliver) his speech in English. But today he.....(speak) in Hindi.
3. She.....(learn) languages, very quickly. She.....(learn) French now.
4. My father always.....(like) coffee. It is strange that he.....(drink) tea today.

5. Rajesh.....(do) his home work now. He usually.....(do) it at night.
6. My elder brother.....(play) hockey very well. He.....(play) in the college first eleven this year.
7. What.....mother.....(do) now? She.....(cook) meals for the family.
8. My friend.....(say) in this letter that he.....(enjoy) his holidays.
9. The man who.....(talk) to my father.....(own) a flat in our neighbourhood.
10. I generally.....(watch) television in my spare time, but I.....(not watch) it tonight.

EXERCISE 3

Fill in the blank spaces in each of the following sentences with the suitable form in the *simple present tense* or the *present progressive tense* of the Verb given in brackets.

Examples :

- I Every morning I.....by bus to reach my college.(travel)

Answer :

Every morning I *travel* by bus to reach my college.

- II The workers.....a meeting at the moment in the hall. (hold)

Answer :

The workers *are holding* a meeting at the moment in the hall.

A

1. Look, some strange birds.....over us. (fly)
2. I always.....to travel by bus. (like)
3. Do you not.....the gravity of the matter? (realise)
4. Each of the boys.....a prize. (deserve)
5. There.....to be several persons in the compartment. (appear)
6. Our college.....at 8 O' clock in the morning. (start)
7. Nights.....very cold in this part of the country. (get)
8. This book.....of 200 pages. (consist)
9. Mother.....for you in her room. (wait)

10. The children at present.....the commentary of the match on the radio. (listen to)

B

1. I usually.....to bed after 10 O' clock.(go)
2. Iron.....when heated. (expand)
3. Nobody.....your story. (believe)
4. He.....his performance gradually. (improve)
5. Our English teacher.....grey very fast. (grow)
6. I.....footsteps in the Verandah outside. (hear)
7. The drainage system in our towns.....improvement. (need)
8. Water.....at 100° centigrade. (boil)
9. One of my friends.....to become a doctor. (wish)
10. This house.....to me. (belong)
11. The shape of our countryside.....rapidly. (change)
12. I.....the whole event now. (remember)
13. I.....this person thoroughly. (know)
14. Look, it.....outside. (rain)
15. I.....many people going that way. (see)

EXERCISE 4

Correct the mistakes in the Verb forms in the following sentences:
(use the simple present or the present progressive tense only)

1. Our ancestral house is containing many rooms.
2. Some of my class-fellows read in the library now.
3. I am never missing my evening games.
4. Plants are needing greater care in the summer season.
5. Listen, some one knocks at the door.
6. She is usually getting up late in the morning.
7. Every night we are usually watching T.V.
8. At the moment the boys make preparations for the journey.
9. Who is owning this car?
10. I am hearing some strange noise outside.
11. Sarla learns to play the sitar this season.
12. I am liking the idea.

5.17.3 The Simple Past Tense

(A) Study the tense of the Verb in each of the following sentences :

1. I wrote a letter to my father *a month ago*.
2. We played a cricket match *last Sunday*.
3. Mr. Saxena taught us English *when we were at Allahabad*.
4. We lived in Kashmir *before partition*.
5. Tansen lived *in the days of Akbar*.
6. Swami Dayanand was a great saint and revolutionary.
7. Gandhiji practised the ideal of non-violence in thought, word, and deed.

The simple past tense (*Verb in its ed form or simple past form*) is used to indicate some activity, event, or state in the past. The tense can indicate an activity, etc. in the past as having taken place *at a particular point of time* (sentence 1 & 2 above), or *over a period of time* (sentences 3, 4 and 5). The time may also be implied by context or situation (sentences 6 & 7). We know that Swami Dayanand & Gandhiji are no more. There are two important points to note in the above sentences :

(a) The activity, or state, etc. described by the Verb in each of the sentences is shown to have taken place in the past, without indicating any connection with the present.

(b) Adverbials of past time have been used to indicate a particular point of time or period of time in the past (the adverbial expressions are printed in italics).

(B) Study the tense of the Verb in each of the following sentences :

1. When he was young, our teacher *went* for a long walk *every morning*.
2. Gandhiji *began* his day with his favourite bhajans.
3. Nehruji often *took* his daughter, Indira Gandhi, with him on foreign tours.
4. Iswar Chand Vidyasagar always *helped* the weak and the oppressed.

The simple past tense expresses habitual activity in the above sentences. The meaning conveyed by this use of the simple past is similar to the habit meaning conveyed by *used to* :

Gandhiji *used to begin* his day with his favourite bhajans.

EXERCISE 5

Fill in the blanks with the right tense forms of the Verbs given in brackets:

1. My father.....this house in 1970. (construct)
2. In July last year it.....(rain) a lot, but in August it.....(not rain) much.
3. Newton.....the Law of Gravitation. (discover)
4. Socrates.....his life for the ideals of truth and freedom. (lay down)
5. How.....you.....the ice-cream at my birth-day party? (like)
6. I.....the news last night. (hear)
7. We.....to see the Taj early this year. (go)
8. Our freedom fighters.....(remain) in jails and.....(suffer) great hardships.
9. My elder brother.....the army when he was 18. (join)
10. A few months ago they.....all illegal constructions. (pull-down)
11.you.....the principal yesterday? (meet)
12. My room partner.....(go) to see a picture last evening, but I(not accompany) him.

EXERCISE 6

Answer the following questions. Make use of the hints given in brackets.

Frame full sentences:

Examples :

I When did you come from Delhi? (last June)

Answer : I came from Delhi last June.

II Did You meet my elder brother yesterday? (Yes, -)

Answer : Yes, I met your elder brother yesterday.

1. When did your father leave the army? (after the Indo-Pak conflict of 1962)
2. Who taught you English those days? (Mr Sharma)
3. Did you meet the principal yesterday? (yes, -)
4. When did you visit the Taj last? (last summer)
5. Where did you buy this book from? (The college book shop)
6. What places did you visit at Delhi last year? (The Red Fort and the Birla temple)

7. Did Anil come to your room last night? (No.)
8. When did you sell your scooter? (a month ago)
9. Did you apply for fee-concession? (No.)
10. Who came to see you last Sunday? (My father)

5.17.4 The Past Progressive

(A) Study the tense of the Verb in each of the following sentences:

1. We *were watching* the T.V. when the door bell *rang*.
2. It *was raining*, when we *started*.
3. We *were heading* towards the goal post, when the referee *blew* the whistle.
4. The child *was dying* of thirst.

We find by carefully reading the sentences above that the **past progressive tense** (*was/were + Verb in the 'ing' form*) refers to *some activity in progress in the past*. The activity is seen as not having been completed. The continuity of the activity in the past indicated by the progressive tense is in contrast with the finished activity indicated by the simple past tense (in italics) in the subordinate clauses in sentences 1, 2, and 3 above. Sentence 4 also indicates the continuity in the change of state described by the verb *was dying*. The same verb, if used in the simple past, denotes that the activity or state came to an end at some time in the past :

The child *died* of thirst. (It is now no more)

The child *is dying* of thirst. (It is still alive).

Note : Not all verbs take the progressive. For details about Verbs used and not used with the progressive, the students have to refer to the discussion on these Verbs under the Simple Progressive tense.

EXERCISE 7

Fill in the blanks with the right tense forms of the Verbs given in brackets. Use the *Simple Past* or the *Past Progressive tense*, whichever is suitable:

1. When I(see) him last evening, he(work) in his garden.
2. The teacher(write) on the black board when Salim..... (enter) the class-room.
3. I(cross) the road when a rickshaw(hit) me.
4. As I(drive) towards the station, the brakes of the car (fail)

5. My mother(cook) the evening meals, when she(hear) the news of my success in the examination.
6. While we(sleep) at night, a fire(break out) in the kitchen.
7. It(rain), when we (resume) our journey .
8. Children(listen) to the cricket commentary when the light..... (go) out.
9. We(have) breakfast, when we(hear) a loud noise outside.
10. He(call) for help, when he (drown)
11. I(tell) the driver that he(take) us in the wrong direction.
12. As I(return) from the college, I(meet) an old friend.

5.17.5 The Present Perfect

Study the tense of the Verb in each of the following sentences :

1. She *has cut* her finger. (*It is still bleeding*)
2. The G.T. Express *has arrived*. (*It is at platform No. 4*)
3. Our boys *have won* the final match. (*They are now the champions*)
4. The police *have arrested* the smuggler. (*He is now in jail*)
5. The child *has broken* her doll. (*It is still not mended*)

In the sentences above the **present perfect tense** (*has/have+verb*) in the *en* or *past participle form*) has been used to indicate some action completely finished in the past with results in the present. There are features in the present (illustrated in the brackets at the end of each sentence above) that link the past activity with the present time. The situation in time referred to by the speaker is related to the present.

Note that the simple past tense does not have any connection with the present. It indicates a purely past activity, usually expressed by some past time adverbial.

Compare :

'She *has cut* her finger' implies that the finger is still not healed.

'She *cut* her finger *last night*' indicates some act done at a given time in the past with no relation with the present. The simple past refers to some act done in the past which can be indicated as *then*: She cut her finger *then*. The **present perfect** cannot be referred to by *then*.

The past time adverbials are, therefore, not used with the present perfect tense.

It is incorrect to say :

The police *have arrested* the smuggler *a week ago*. We say :

The police *arrested* the smuggler *a week ago*.

Similarly, we do not say :

They *have left* the town *last year*.*

We say instead:

They *left* the town *last year*.

(B) Study the tense of the Verb in each of the following sentences. Also look at the adverbials used in these sentences. The adverbials are printed in italics:

1. I have *just* taken my breakfast.
2. Have you *ever* been to Bombay? No., I have *never* been.
3. I have not *yet* finished my work.
4. I have *recently* read Tolstoy's 'War and Peace'.
5. He *has already* explained his difficulty to me.
6. The journey *has been* comfortable *so far*.
7. Have you *seen* my brother *lately*?
8. They *have made* good progress *up-to-now*.

The activity indicated in each of the sentences above refers to a period beginning in the past, mostly recent past, and extending up to the present.

Note : Some adverbials can be used both with the present perfect and the simple past :

I *met/have met* him *this morning/this week/today*.

(C) Read the following sentences carefully, and look at the time expressions printed in italics:

1. Mr. Sharma *has lived* in this house *for twenty years*.
2. She *hasn't spoken* to her landlady *for the last one month*.
3. I *haven't seen* him *for several years*.
4. This car *has been* out of use *for many months now*.

The present perfect in the above sentences refers to some activity or

situation that covers *a period of time* beginning in the past and extending up to the present. The activity or situation that started in the past has continued up to the present moment. For example, sentence 1 indicates that Mr. Sharma started living in this house twenty years ago, and he still lives in it. The same time expression used with the simple past will convey a different meaning:

Mr. Sharma lived in this house for twenty years means that Mr. Sharma does not live in this house now. There is also the possibility that Mr. Sharma is dead.

Note : (a) *For* is used with the present perfect to express a continuous activity over *a period of time* that started in the past and has continued up to the present moment.

(b) Some adverbial phrases and clauses beginning with *since* are used with the present perfect to indicate *the starting point of the period of time*. Study the examples:

1. Mr. Sharma **has** lived in this town *since 1960*.
2. I **have** known her *since her childhood*.
3. He **has** visited Allahabad thrice *since he shifted to Delhi*.
4. She **has** started taking dancing lessons *since last month*.

Since with the present perfect in the above sentences indicates the *starting point of the period of time* that began in the past and has continued to the present moment.

Note : (a) The adverbial expressions beginning with *since* cannot be used with the simple past. Sentences like 'We lived in this house since 1960' or 'I knew her since her childhood' are not acceptable.

(b) Also the simple present or the present progressive cannot be used for activities, etc. that began in the past and have continued up to the present. Thus we do not say:

Incorrect

We live/are living in this house since 1960*

or

We live/are living in this house for twenty years.*

Correct

We say instead:

We have lived in this house *since* 1960.

We have lived in this house *for* twenty years.

EXERCISE 8

Fill in the blanks with the right tense form of the Verbs given in brackets.
Use the *Simple Past* or the *Present Perfect* tense, whichever is suitable:

1. Many years.....(pass) since I(leave) school to join the army.
2. My father(purchase) a plot in the Civil Lines. He(purchase) it last month.
3. Ranjan is not in his room. He(go) to the library just now.
5. I(not complete) my homework yet.
6. Mr. Singh(join) the staff of this college in 1959. He(teach) here for more than 27 years.
7. We(not meet) so far after we(part) in 1975.
8. I(tell) you already that I(not play) cricket since my childhood.

EXERCISE 9

Correct the mistakes, if any, in the following sentences:

1. Mr. Misra has returned from England last month.
2. The ship has sunk on 10th July.
3. Let me wait here till you finished your work.
4. I just spoke to your principal about your problem.
5. You may go for a ride, when you completed your homework.
6. I have passed my high school in 1985.
7. He has paid his income tax already.
8. He hasn't mentioned any change in the programme when we met last night.
9. We have met somewhere years ago.
10. We have known each other since 1960.

5.17.6 The Present Perfect Progressive

(A) Study the tense of the Verb in each of the following sentences:

1. It *has been raining* since 6 O' clock in the morning.
2. Rita *has been suffering* from jaundice for the last six months.
3. They *have been spreading* all types of rumours about me for several months.

4. He *has been waiting* for you since this morning.

In the sentences above the **present perfect continuous tense** (*has/have + been + verb in the 'ing' form*) shows some activity or situation that started in the past and has continued up to the present moment. The activity or situation is still in progress. Thus sentence 1 means that it started raining at 6 O' clock in the morning and that it is still raining at the time of the sentence being spoken or written. With verbs denoting some activity, etc. in progress (discussed under the present progressive tense) the present perfect progressive conveys some sort of meaning as conveyed by the present perfect:

He *has been waiting* for an hour.
We *have been living* in this house since 1960.

He *has waited* for an hour.
We *have lived* in this house since 1960.

Note : *The present perfect progressive* is usually preferred when the speaker has the *limited duration* of the activity or situation in mind. For more permanent activities or situations the present perfect is preferred.

Thus :

I *have been living* in Delhi *for the last month*.
I *have lived* in Delhi *all my life*.

(B) Study the following sentences:

1. I *have been reading* Nehru's 'Discovery of India'.
2. She *has been learning* dancing.
3. They *have been painting* their house.
4. Rita *has been eating* her younger brother's chocolates.

The present perfect progressive emphasises the continuation of some activity that started at a certain time in the past and continues up to the present moment. The activity is seen to be incomplete and still in progress. The present perfect with such activity verbs, on the other hand, indicates some activity completely finished in the past with results in the present (refer to (A) under the present perfect tense).

Compare :

1. I *have been reading* Nehru's *Discovery of India*. (I haven't finished it.)

- II. She has been learning dancing.** (She hasn't finished learning.)
She has learnt dancing. (She has finished learning.)

Note : (a) There are a number of Verbs which do not show something in progress. These Verbs are not used in the progressive tense. Students are advised to refer to the discussion on these Verbs under the simple progressive tense. Thus we do not say:

I have been knowing her since her childhood.

we say instead:

I have known her since her childhood.

- (b) Students should also guard against using the present progressive where the present perfect progressive is required. Thus it is incorrect to say: *He is waiting for you since this morning.*

We have to say:

He has been waiting for you since this morning.

EXERCISE 10

Fill in the blanks with the correct form of the verbs given in brackets. Use either *the Present Perfect* or *the Present Perfect Continuous*, whichever is suitable:

1. I.....(know) Rakesh for the last twenty years.
2. We(complete) half of the journey.
3. I(read) Gandhiji's autobiography for one month, and I(finish) more than half of the book already.
4. My elder brother(learn) to drive a car for several weeks now, but he(not become) an expert driver so far.
5. Our unit(make) preparations for the passing-out parade for two months. We(prepare) the ground already and(construct) the saluting base also.
6. Radha(live) in this town for the last one year, but(not see) her yet.
7. We(work) in the garden since morning. We(finish) half of the job up to now.
8. He(not speak) to me since last October.
9. The police(look) for the murderer for more than a month. They.....(not catch) him yet.

10. No body(see) my elder brother since Sunday morning.

EXERCISE 11

Fill in the blanks in the following sentences with *for* or *since*:

1. It has been raininglast night.
2. We have been waiting for youtwo hours.
3. My parents have been living in this town.....1960.
4. We have not metJuly last.
5. The kettle has been boilinghalf an hour.
6. We have known each othera long time.
7. Nobody has seen himhe went out on Sunday morning.
8. The workers have been on striketheir last meeting with the manager.
9. I have not lived two years at one placeI joined the army.
10. I have been trying to contact him on the phonefive minutes.

5.17.7 The Past Perfect

(A) Study the tense of the Verb in each of the following sentences:

1. The show *had* already started, when we *arrived*.
2. I *went* to bed after I *had* finished my homework.
3. I *had* met the teacher a day before he *proceeded* on leave.
4. He *thanked* me for what I *had* done for him.
5. As soon as the teacher *had* gone, the boys *started* talking.

We see in the sentences above that the past perfect tense (*had + verb in the en or the past participle form*) has been used to describe an action completed before some other past action or moment we have in mind. The past perfect is, thus a sort of *past in the past*. In sentence 1, for example, two actions have been described: (a) the starting of the show, and (b) our arrival. Both happen in the past. But the starting of the show happens before our arrival. The action that takes place prior to another action in past time is expressed by the past perfect tense, the latter action by the simple past.

(B) Study the following sentences:

1. I wish you *had* told the truth to your father.
2. I wish I *had* not ignored my friend's advice.
3. I wish you *had* not wasted your time.
4. I wish you *had* accepted the proposal.

The past perfect has been used in the above sentences to express some unrealised desire related to the past. The past perfect is also used in conditional clauses expressing some activity in the past that did not happen:

If I *had known* this before, I would have surely told you.

If I *had asked* my father, he would have paid the amounts.

Note : For use of the past perfect in the indirect speech (Ramesh *told* me that he *had met* some ruffians on his way home). The students are advised to refer to the relevant section in the chapter dealing with direct-indirect narration.

EXERCISE 12

Fill in the blanks with the right tense form of the verbs given in brackets. Use either the *Simple Past* or the *Past Perfect* tense whichever is suitable:

1. After the guests(go), I(sit) down to take rest.
2. As soon as the teacher(leave) the class-room, the boys(go) out to play.
3. The journey(become) irksome even before nightfall.
4. Before the marriage party(arrive), the band(start) playing.
5. He(go) to sleep when I(call) on him.
6. Our team(score) two goals before half-time.
7. We(not see) each other for many years before. We(meet) last month at the bus-stop.
8. When I(put) my luggage in the cloak-room, I(go) out to visit some important places in the city.
9. I(feel) grateful for the kindness, he(show) me.
10. I wish you(act) more patiently.

5.17.8 The Past Perfect Progressive

(A) Study the tense of the Verb in each of the following sentences:

1. I *had been working* the whole day. I was delighted to be home.
2. I *had already been studying* in the college for two years, when in 1982 I was elected the president of the students' Union.
3. The boys *had been playing* hockey until the teachers called them to work.

The past perfect progressive tense (*had+been+Verb+in the 'ing' form*) has been used in the above sentences to express some activity in the past that was continuous or in progress at some point or over a period of time in the past. The activity began, continued for a certain period, and ended all in the past.

5.18 The Future

There are several ways to express future time. The most frequent among them are listed below:

(a) Constructions with will or shall

Study the following sentences:

1. Tomorrow *will be* holiday.
2. This work *will take* six hours.
3. I *shall be* 18 next October.
4. I think it'll *rain*.
5. The market *will be closed* tomorrow.
6. The next Deepawali *will fall* in November.
7. If you turn left you'll *reach* the post office.

The sentences above are constructed with *will/shall*, and express future time. *Will/shall* in the above sentences indicates what is known as 'pure' or 'neutral' future. But mostly with personal subjects *will/shall* can express modal meanings like intention, willingness, promise etc. alongwith future meaning.

1. I *shall meet* you tomorrow morning. (intention).
2. *Will you accompany* us to the principal's office? (willingness)
3. You *shall get a* holiday next week. (promise)

Note : Other modal auxiliaries can also express future time alongwith their modal meanings. The future time reference is mostly conveyed by future time adverbials:

You *can/may/must meet* the principal *tomorrow*.

(b) Be + to-infinitive construction

Study the following sentences:

1. They *are to be married* next week.
2. Our principal *is to retire* next year.
3. He *is to fail* if he does not work regularly.

Be+to infinitive construction is an important construction and is used to exp-

ress (a) an arrangement or plan for the future (sentences 1 & 2), or future happening depending on some prior condition (sentence 3). This construction is used especially to express an official arrangement or plan for the future.

The Prime Minister *is to visit* Allahabad next month. (The arrangement or plan might have been in the past too. She *was to arrive* last Sunday.

Be+to-infinitive construction may also include nearness of the future event:

Our Principal *is soon to retire*.

Words such as *liable, likely, unlikely, sure, certain, bound*, etc. may also be included in the *be+to-infinitive construction* to express different future meanings:

(e) The Present Progressive construction

Read the following sentences carefully:

1. We are moving to Delhi *next week*.
2. The train is leaving *at 6.30*.
3. The Prime Minister is visiting this town *next month*.

With future time adverbials, the present progressive is used to express future time.

(d) The Simple Present Tense

Read the following sentences carefully:

1. Our principal retires *next year*.
2. *Tomorrow* is Sunday.
3. We shall be happy if you win.
4. I'll stay with you when I visit Allahabad *next*.
5. What time are the games?

The Simple Present Tense has been used in the above sentences to express future time. This tense is used for future time reference in certain types of subordinate clauses, mostly conditional clauses (sentence 3 above) and adverbial clauses of time (sentence 4).

(e) Will/Shall + Progressive construction

Study the following sentences:

1. Don't disturb me before 10. I'll *be writing* letters.
2. When *will you be returning* from the tour?

3. *We'll be leaving early tomorrow morning.*

4. *We shall be waiting for you at the station.*

Will/Shall + be + V-ing construction in the sentences above combines the progressive meaning expressed by the *ing* form with the future meaning conveyed by the *will/shall* construction. *Will/shall + be + V-ing* construction is used to express some action in progress at a certain time in future.

Note : This construction is useful in avoiding the modal meaning of intention, willingness, etc. conveyed by *will/shall* construction.

Compare :

He *ll* visit us tomorrow. (Future meaning or modal meaning)

He *ll be* visiting us tomorrow. (Future meaning only)

(f) The Past in the Future Construction

Study the following sentences :

1. *By next year* we shall have constructed our own house.

2. *By the end of this year* my elder brother will have completed his education.

3. The classes will have started *when you reach the college.*

In the above sentences *will/shall + have + V-en* construction has been used to express the possibility of the completion of some action by a certain time in future. The perfective aspect has been combined with the future meaning conveyed by future time adverbials : *by next year, by the end of this year, when you reach the college.*

Also study the following sentences :

1. By the time I pass my Intermediate examination I *shall have studied* in this college *for seven years.*

2. By the end of the year my parents *will have lived* in this town for fifteen years.

The construction *will/shall + have + V-en* in the above sentences indicates an activity as being continuous over a period of time leading upto a certain time in the future. Note the use of time-expressions *for seven years, for fifteen years* to indicate the period of time to be covered by the activity upto a certain time in the future.

(III) NON-FINITES

5.19 In accordance with the grammatical functions they fulfil, the non-finite forms of the verb are classified as the infinitive, the present and the past participles and the gerund. Thus:

1. I want to see the principal. (infinitive)
2. I found him working. (present participle)
3. I found my property stolen. (past participle)
4. Swimming is good for health. (gerund)

5.20 The infinitive may occur either with *to* or without *to*. The infinitive without *to* is known as the plain or bare infinitive. The *to*-infinitive is referred to either as *to*-infinitive or only infinitive.

5.20.1 The infinitive without *to* is used

(a) with *can/could, may/might, must, shall/should, will/would* :

1. I *can* help you.
2. You *may* go now.
3. I'll meet you tomorrow morning.

(b) with *do* auxiliary:

1. I *don't* agree with your suggestion.
2. *Does* he visit you every Sunday?
3. Please, *do* tell me the details of the matter.

(c) with *had better, had rather, had sooner*:

You *had (you'd) better* tell everything to your father.

2. I *had (I'd) rather* continue my studies, if my father permits.
3. I *had (I'd) sooner* remain where I am.

(d) after certain verbs like *jeet, hear, see, watch, let, dare, need, and make*:

1. I *heard* the birds chirp.
2. She *watched* her son cross the street.
3. I'll not *let* you waste my money.
4. We *made* him admit his mistake.

5.20.2 The *to*-infinitive

Look at the words printed in italics in the following sentences

1. *To advance* was difficult.

2. It is good *to rise* early.
3. She refused *to attend* my wedding.
4. My aim is *to secure* a first division.
5. I have come *to talk* to you.
6. She is fortunate *to succeed*.
7. *To tell* you the truth, I don't like Anil at all.
8. Give me some water *to drink*.
9. I was the first (man) *to reach* there.
10. I have nothing *to read* today.

We see above that the expressions *to advance*, *to rise*, *to attend*, and *to secure* in sentences, 1 to 4 function as *nouns*. *To talk*, *to succeed* in sentences 5 to 6 function as *adverbs*. *To tell you the truth* in sentence 7 modifies, like an adverbial, the entire sentence. *To drink*, *to reach* and *to read* in sentences 8 to 10 function as *adjective*.

Such expressions are called **infinitives**. If we look at the constructions with infinitives more carefully, we shall find that after all it is not the infinitive alone but the infinitive phrase which performs a grammatical function. For example, in sentence 3 it is the whole infinitive phrase *to attend my wedding* which functions as object of *refused*. Within the phrase itself the infinitive *to attend* has its object *my wedding*.

5.20.3 The infinitive is a verb in form and behaves like a verb in several ways. The infinitive may have various forms :

1. He was *to write* a letter. (the active form)
2. A letter was *to be written*. (the passive form)
3. He is said *to have written* a letter. (the active perfect form)
4. A letter is said *to have been written*. (the passive perfect form)

Adverbs can modify an infinitive, as they modify a verb. The adverbs precede or follow the infinitive :

1. He is *to come soon*.
2. He is *soon to come*.
3. He began *to read carefully*.

The adverb is sometimes placed between the *to* and the infinitive :

I request you *to kindly help* me.

You have *to faithfully observe* the rules.

This construction is known as the **split infinitive**. It is a natural construction when the speaker wants to add emphasis. Splitting an infinitive sometimes becomes necessary to avoid ambiguity. However, many people prefer not to split an infinitive, that is, placing an adverb between *to* and the infinitive, unless it becomes necessary to do so:

1. He tried to play *well*.
2. She was foolish to act *impatiently*.

The infinitive may have its own object, like the transitive verb :

1. I want to study *French*.
2. I plan to leave *this town*.

The infinitive may have a complement :

1. He wants to be *rich*. (*rich* is the complement of *to be* infinitive)
2. He is known to be *a liar*. (*a liar* is the complement)

5.21 The use of the infinitive and the infinitive phrase

5.21.1 As a noun

(a) *as subject of the verb* :

1. *to solve* this problem will not be easy.
2. *To prove* him innocent is difficult.

(b) *In apposition with introductory 'it'* :

1. It is difficult *to go* further.
2. It would be easy *to do* that.
3. It was good of you *to remember* me.

Notice that the infinitive phrase is the real subject in each of the sentences above. The sentences can be said thus :

1. *To go* further is difficult.
2. *To do* that would be easy.
3. *To remember* me was good of you.

Note : When the subject of *be* is an infinitive phrase, the construction with introductory *it* is preferred.

(c) *as an object of the verb* :

1. I cannot afford *to buy* a scooter.
2. I forgot *to invite* him.

3. He likes *to ride* and *play* football.

Some common verbs which take an infinitive as their object are : *afford, appear, ask, attempt, beg, begin, choose, decide, determine, expect, forget, hate, help, hope, intend, learn, like, love, manage, mean, neglect, prefer, prepare, promise, propose, refuse, regret, remember, start, swear, try, want, wish.*

(d) *as equivalent of a noun clause when introduced by a Wh-word:*

1. I don't know *how to swim*.
2. Tell me *what to do*.
3. Please advise *where to begin*.
4. *How to do this* is the question.
5. *Where to go* is the problem.

(e) *as a subject complement :*

1. My desire is *to join* the army.
2. The British policy was *to divide* the people and rule.
3. He is *to blame*.
4. This house is *to let*.

to blame and *to let* in sentences 4 and 5 have passive meanings : He is *to be blamed* : The house is *to be let*.

5.21.2 As an adverbial :

(a) *to express purpose :*

1. I went to the Municipal office yesterday *to deposit* my house-tax.
2. I sent my younger brother to the market *to buy* fruit.
3. My Uncle came *to see* me.

(b) *to qualify an adjective :*

1. I am sad *to hear* the news.
2. you are fortunate *to get* a lower berth.
3. We are pleased *to see* you.

Some common adjectives that are followed by infinitives are :

able, unable, sure, likely, unlikely, certain, bound, inclined, ready, prepared, anxious, willing, eager, afraid, sorry, glad, pleased, necessary, unnecessary, possible, difficult, easy, hard, wise, unwise, wrong, foolish,

useless, useful, good, bad, interesting, lucky, fortunate, ready, surprised

Note that the infinitives are also constructed with *enough* and *too* :

1. I am lucky *enough* to have a faithful friend.
2. The milk is *too* hot to drink.
3. The patient is *too* weak to walk.

Note : *Too* indicates excess of a thing, and is a kind of *negative*. *Enough* denotes *sufficiency*. *Too* is used *before* the adjective, while *enough* comes after it.

(c) *to modify the whole sentence :*

1. *To begin with*, I don't like your suggestion.
2. *To tell the truth*, I am under debt.

There are a number of common phrases that serve as sentence modifiers. Some such phrases are : *to be frank, to be honest, to conclude, to take an example, to be precise, to be exact, to tell you honestly, to be honest, to put it rightly*, etc.

5.21.3 As an adjective :

1. I have nothing *to eat*.
2. This is a good book *to read*.
3. Dr. G.S. Sirohi is the first Asian *to reach* the South Pole.

Note that the construction *noun + infinitive* conveys some sort of meaning that is conveyed by an adjective clause :

1. I have nothing *that I can eat*.
2. This is a good book *you can read*.
3. Dr. G.S. Sirohi is the first Asian *who could reach the South Pole*.

EXERCISE 1

Re-write the following sentences by using the *introductory it* as shown in the examples:

Examples :

I To rise early is good for health.

Answer : It is good for health to rise early.

II To think how he got my address is surprising.

Answer : It is surprising to think how he got my address.

1. To watch a flight of birds in flight is interesting.
2. To see you after a long time is a real pleasure.
3. To know how he got the amount is difficult.
4. To understand why he failed is not so easy.
5. Not to respect other people's religion is bad.
6. To demand dowry is a punishable offence.
7. To cut down trees indiscriminately would be harmful for us.
8. To observe traffic rules is necessary for our own safety.
9. To understand what he talks is really difficult.
10. To get a job is very difficult nowadays.

EXERCISE 2

Re-write the following sentences using an infinitive in place of the italicised portion. Study examples.

Examples :

I I was sad *when I heard* the news.

Answer : I was sad *to hear* the news.

II He was told *that he must not worry* at all.

Answer : He was told *not to worry* at all.

1. I would be happy *if I could help* you.
2. I was sorry *when I heard* of your illness.
3. He hopes *that he will finish* the job by tomorrow.
4. I don't expect *that I would get a reply* before Monday.
5. I am happy *that I have got* a new watch.
6. I have very little money *that I can spend*.
7. He was the first person *who addressed* the meeting.
8. The only boy *who missed* the class was Anil.
9. Do not promise *that you will give* your son a scooter, if you can't afford to purchase one at the moment.
10. He was delighted *that he had got* the party ticket.

EXERCISE 3

Re-write the following sentences using *too* or *enough*. Study the examples.

I The coffee is *so hot that I can't drink it*.

Answer : The coffee is *too hot to drink*.

II. I am so fortunate *that I have got a good job*.

Answer : I am fortunate *enough to get a good job*.

III He is now healthy and can start attending classes.

Answer : He is now healthy *enough to start attending classes*.

1. The old man is so weak that he can't walk properly.
2. The student is so intelligent that he can answer all the questions.
3. The boy is very strong and can lift this box.
4. The problem is so difficult that we can't solve it.
5. She was very sad and could not even weep.
6. The light is very dim and we can't read.
7. My happiness is so great that I can't express it in words.
8. Shivaji was very brave and could face many difficulties patiently.
9. Gandhiji was very wise and could understand the feelings of the people.
10. The oranges are so sour that we can't eat them.

5.22 ing Forms

The non-finite *ing form* of the verb has two very important functions:

5.22.1 It can function *as an adjective as well as a verb* :

- | | |
|--|-----------------------------|
| (a) a <i>large</i> house | : a <i>burning</i> house |
| (b) a <i>weak</i> child | : a <i>weeping</i> child |
| (c) a <i>real</i> event | : a <i>surprising</i> event |
| (d) the man <i>carrying</i> a bag is my uncle. | |

In examples (a), (b) and (c) above the adjectives *large*, *weak* and *real* express some quality of the nouns *house*, *child* and *event* respectively. In the same way, the words in the *ing form* *burning*, *weeping* and *surprising* express some quality of these nouns. They, too, function as *adjectives*. In example (d) the word *carrying* has two functions. It tells us something about *the man* : the man *who is carrying a bag*. Within the phrase the man *carrying the bag*; the word *carrying* also functions as a *verb*, having *the bag* as its object.

We call such words **present participles**.

5.22.2 The verb form ending in *ing* can also function *as a noun as well as a verb* :

- (a) I like *games*. : I like *playing* cricket.
 (b) *Milk* is good for health. : *Swimming* is good for health.
 (c) My hobby is *photography*. : My hobby is *riding*.

In sentences (a) to (c) above the words *games*, *milk* and *photography* are nouns. *Games* functions as the *object* of the verb *like*. *Milk* is the *subject* of the sentence, and *photography* is the *subject complement*. In the same way, the words *playing*, *swimming* and *riding* function as nouns. *Playing* functions as the *object* of the verb *like*. *Swimming* is the *subject* of the sentence, and *riding* is the *subject complement*. Also notice that in the sentence *I like playing cricket*, *playing*, like a verb, has its own object *cricket*.

Such words are called **gerunds**.

5.23 The-en form

The non-finite-*en* form of the verb also functions as an adjective as well as a verb :

- (a) an *old* doll : a *broken* doll
 (b) a *sick* man : a *worried* man
 (c) a *brave* soldier : an *unknown* soldier
 (d) The boys *selected* in the team will take part in the tournament.

In example (a), (b) and (c) above the adjectives *old*, *sick* and *brave* qualify the nouns *doll*, *man* and *soldier* respectively. In the same way, the words in the-*en* form, *broken*, *worried* and *unknown* function as adjectives and qualify the nouns *doll*, *man* and *soldier* respectively. In example (d) the word *selected* tells us something about the boys : the boys who are selected——. It also shares features of a verb, and is in the passive voice.

Such words are called the **past participles**.

5.23.1 The Participles : their uses

(a) *The participles*, both present and past, are *verbal adjectives*. Each can be used as an *adjective* both *predicatively* and *attributively* :

1. The fire-brigade people surrounded the *burning* house.
(attributively)
2. The story was *exciting*. (predicatively)

3. I have mended the *broken* doll. (attributively)
4. The woman looked very much *disturbed*. (predicatively)
5. I found the child *sleeping*. (object complement: adjective)
6. I found my car *damaged*. (object complement : adjective)

Note : All words ending in *ing*, although formed from verbs, do not express the idea of something being done. They denote a state or quality and have almost become adjectives :

The book is *interesting*.

The whole story is *confusing*.

His ideas were *frustrating*.

Many of such words have corresponding adverbs : *interestingly*, *confusingly*, *frustratingly*, and can have degrees : *more interesting*, *most interesting*.

Similarly, some words in—*en form* have become almost adjectives :

I made *repeated* attempts.

This girl is very *reserved*.

I am too *scared* of darkness.

(b) *used to form adjectival phrases :*

1. The boy *standing* near the gate is my brother.
2. The man *talking* to my father is an insurance agent.
3. Decision once *taken* will not be changed.

(c) *as an adverb modifying a verb :*

1. The child went away *crying*.
2. The boys came *running*.
3. He walked away *offended*.

The participles here are like adverbs of manner describing *how*.

(d) *as equivalent to an adverbial clause :*

1. *Reaching the college*, he found the classes begun.

This is equivalent to saying :

When he reached the college, he found the classes begun.

2. *Not finding any solution to the problem*, he decided to consult his father.

This is equivalent to saying:

As he did not find any solution to the problem, he decided to consult his father.

3. *Not dejected by his failure*, he determined to make greater effort.

(As he was not dejected by his failure, he determined to make greater effort.)

4. *Unless told by you*, I knew nothing about this affair.

(Unless you told me, I knew nothing about this affair)

(e) *used as modifiers of the entire sentence :*

1. *Taking leave*, he went home.

2. *Being owned by big businessmen*, most of the newspapers have criticised the budget.

3. *Having failed to get promotion*, my elder brother applied for retirement.

4. *Having been demoted to the post of a clerk*, the manager decided to resign.

5. *Tired of hard work*, he went to sleep.

The participle in each of the above sentences refers to the subject of the sentence. Each of the sentences above denotes two independent actions, one indicated by the participle phrase and the other by the rest of the sentence. These two actions can be expressed by two separate sentences. Look at the sentences below and study how a pair of two sentences has been combined into one sentence above :

1. He took leave. He went home. (sentence 1 above)

2. Most of the newspapers are owned by big businessmen. Most of them have criticised the budget. (sentence 2 above)

3. My elder brother failed to get promotion. He applied for retirement. (sentence 3 above)

4. The manager was demoted to the post of a clerk. He decided to resign. (sentence 4 above)

5. He was tired of hard work. He went to sleep. (sentence 5 above)

Notice that in each pair above the subject in both the sentences is the same. But look at the following pairs of sentences and the way each of them has been combined into one sentence:

1. It was Sunday. We went out to play cricket.

It being Sunday, we went out to play cricket.

2. All his answers were correct. He was given good marks.

All his answers being correct, he was given good marks.

The two sentences in each pair above have different subjects. In combining the two sentences into one, the participle takes with it the subject of the sentence transformed into the participle phrase.

Note : The participle has to refer to the subject of the sentence when it has the same subject as that of the main verb. A common mistake arises when this principle is not followed :

1. Standing on the river bank, the boats were seen plying by us.*

2. Being a hot day, we stayed indoors.*

The sentence 1 is incorrect. It conveys the meaning as if the boats were standing on the river bank. It should be said thus :

Standing on the river bank, we saw the boats plying.

The sentence 2 is also incorrect. It means as if we were a hot day. It should be said thus :

It being a hot day, we stayed indoors.

EXERCISE 4

Re-write the following sentences by replacing the italicised portion by a *participle present* or *past*. Study the examples.

Examples :

I. *When I arrived* at the station, I found the train gone.

Answer : *Arriving* at the station, I found the train gone.

II. *As I did not know* his correct address, I could not write to him.

Answer : *Not knowing* his correct address, I could not write to him.

III. *As I was left alone*, I went to sleep.

Answer : *Left alone*, I went to sleep.

1. *When I look back* on my past life, I feel happy.

2. *When I knew* this about him, I began to pity him.

3. *As I thought* him intelligent, I entrusted the job to him.

4. *As we lived* in a small house, we could not entertain guests.

5. *As he did not understand* the problem fully, he gave wrong advice.

6. *As he was arrested* on a false charge, the culprit was acquitted by the judge.

7. *As she was fully tired*, she went to sleep.
8. *When I think of your friendship*, I forget my sorrows.
9. *As she was delighted* by her son's success, she gave a party.
10. *As he did not know how to answer the question*, the boy went to consult the teacher.

EXERCISE 5

Combine each pair of sentences into one by replacing the italicised portion by a *participle*. Study the examples.

Examples :

I. *He picked up* his tools. He went to work.

Answer : *Picking up* his tools, he went to work.

II. *She was delighted* by the news. She distributed sweets.

Answer : *Delighted* by the news, she distributed sweets.

III. People *destroyed* forests. They faced many problems.

Answer : *Having destroyed* forests, people faced many problems.

IV. *It was a cold day*. We stayed indoors.

Answer : *It being a cold day*, we stayed indoors.

1. *It was* very dark. We lost tracks of our companions.
2. The day *was* hot. We did not move out.
3. The weather *was* bad. Our aeroplane could not take off.
4. I *looked out* of the window. I saw some people running towards the police-station.
5. I *was puzzled* by the problem. I consulted my father.
6. *The chairman arrived*. The ceremony began.
7. My father *was* angry at my brother's carelessness. He chided him.
8. I *discovered* my error. I tried to rectify it.
9. I *knew* that you were mistaken. I didn't agree to your suggestion.
10. We *decided* to start early. we packed our luggage.

5.24 The Gerund

It has already been discussed that the gerund is a non-finite form of the Verb ending in *ing*, just as the present participle. But unlike the present participle, the gerund has the value of a noun and can be used in most functions of a noun. Being derived from a verb, it retains many features of a verb also. It is, therefore also called a *verbal noun*.

5.24.1 The uses of the gerund**I. As a noun**

The gerund shares the features of a noun in following respects:

(a) The gerund can be used with a possessive pronoun or the possessive form of a noun:

1. *My reaching* there was delayed by fog.
2. *His complaining* against you is unfounded.
3. I am looking forward to *my friend's coming*.

Note : We also use the non-possessive pronouns and non-possessive forms of nouns with gerunds (particularly when the nouns so used are inanimate):

I love *rain pattering* against my window panes.
People resent *trains running* late.

(b) The gerund can be preceded by an adjective:

1. Everybody has condemned his *unfair handling* of the situation.
2. The *timely landing* of the aircraft saved the passengers.

(c) It can be preceded by a definite or indefinite article or by a demonstrative pronoun:

1. I was awakened by a *tapping* on my door.
2. Silence followed the *sounding* of an alert.
3. *This complaining* will soon end.

The gerund can have a plural form:

1. The *shootings and killings* should end.
2. I am surprised at these strange *goings-on*.
3. We know all your *doings*.

(e) It can be followed by an *of*- phrase + noun phrase:

1. *The chirping of the bird, the weeping of the children, the handling of the situation* etc.

II. Functions of the gerund as a noun

(a) *as the subject of a verb :*

1. *Swimming* is a good exercise.
2. *Smoking* is injurious to health.

(b) *as the object of a verb :*

1. I love *travelling* in the countryside.
2. Children enjoy *playing* games.

(c) *as subject complement :*

1. My hobby is *gardening*
2. Seeing is *believing*.

(d) *as the object of preposition :*

1. The teacher praised him for *standing* first in his class.
2. I am fond of *reading* history books.

5.24.2 The gerund as a verb

The gerund behaves as a verb in several ways:

(a) It may take a subject of its own:

I don't like you *coming* home late.

(b) It may take an object of its own:

I love *climbing* mountains.

(c) It may be qualified by an adverbial:

He started *moving* slowly.

(d) The gerund may be used in the active as well as in the passive voice and may have the perfective aspect:

1. *Reading* Shakespeare was a thrilling experience. (active gerund)
2. I object to *being called* a liar. (passive gerund).
3. He was praised for *having passed* in the first division. (active perfect gerund)

5.25 Gerund or infinitive

We have seen that the gerund shares several features and functions with the infinitive. Both function as the subject, the object or the subject complement. Both may be qualified by an adverb or adverb phrase. Both may take a subject or an object, and may be used in the passive voice and in the perfect tense. But there are areas of difference between the two, which it will be useful to know.

(a) The infinitive does not have some features of a noun that a gerund has. Only the gerund, not the infinitive, can take a possessive, an adjective, an article or a demonstrative with it. Only the gerund can have a plural form. (see (a) to (d) under 1 above). The object of a preposition is

usually a gerund.

(b) There are a number of verbs which usually take the gerund, as an object. The commonest of them are:

avoid, complete, deny, detest, enjoy, escape, fancy, favour, finish, give up, keep (on), leave off, mind (interrogative and negative), put off, resent, stop, and the phrases it is no good, and (I) cannot help.

1. Have you *finished* reading the novel?
2. You should *avoid* getting involved in local issues.
3. *It is no good* asking him to be polite.

(c) The gerund, not the infinitive, is used as an object of a preposition:

1. He left for Delhi *without* informing me.
2. You can rise high *by* working sincerely.
3. *After* visiting the Taj Mahal, we proceeded to Fatehpur Sikiri.

Note : *But* and *except* as prepositions can take an infinitive as object:

1. There is no other way *except* to wait and watch.
2. I had no choice *but* to pay the money.

There are a number of other verbs which may take either an infinitive or a gerund as object. The principal among them are:

begin, cease, continue, dislike, fear, hate, intend, like, love, neglect, prefer, propose, recollect, remember, start, try

But the use of an infinitive as an object after these verbs may not usually convey the same meaning as the use of a gerund:

He *began* writing poems at an early age.

(not a particular poem but poems in general)

He *began* to write this poem yesterday:

(a particular poem)

You should *remember* to ask him when he comes.

(refers to the future)

Do you *remember* visiting Allahabad when you were a child.

(refers to the past)

With several verbs like *hate, like, dislike, prefer*, the infinitive is used when the reference is to some special occasion or is specific. The gerund is used with them in more general sense.

1. I hate *talking* to arrogant people.
(generally)
2. I hate *to talk* to this fellow on this matter.
(specific person or specific issue)

Note : There are a number of verbs which usually take an infinitive as their object. A list of such verbs has been provided in the section dealing with **infinitives**.

EXERCISE 6

Fill in the blanks with a gerund or an infinitive, whichever suitable, using the verb in the brackets. Study the examples.

Examples:

- I. I have finished.....(*pack*) my luggage.

Answer : I have finished **packing** my luggage.

- II. She chose(*speak*) in favour of the motion.

Answer : She chose to **speak** in favour of the motion.

1. She has stopped(*take*) dancing lessons.
2. I expect.....(*return*) before sun-set.
3. I promise(*be*) more regular in future.
4. I don't mind(*pay*) the full amount in advance.
5. I want(*sell*) my old scooter before(*think*).....(*purchase*) a new one.
6. It is no good(*try*).....(*convince*) him.
7. You will have an opportunity of(*ask*) questions after(*hear*) the lecture.
8. I don't object to his(*go*) there, but I have decided(*not accompany*) him.
9. Don't keep(*ask*) unnecessary questions. I expect you(*show*) better understanding.
10. The principal has put off(*address*) the students. He hopes (*address*) them next Monday.
11. You should avoid(*talk*) too much in the presence of elders. It will be good for you(*listen*) to other people's views.
12. I advise you(*think*) coolly before(*arrive*) at any decision.

(IV) VERB PATTERNS**5.26.1 (a) Patterns with linking verb : patterns with 'b'**

My elder brother *is* a *doctor*.

Mr Singh *is* our *English teacher*.

My hobbies *are* *gardening* and *swimming*.

Our aim *was* *to win*.

The general feeling *is* *that our candidate will win*.

Be is linking verb in the above sentences. It links the subject with its complement which is a noun or a word or group of words functioning as a noun (a noun phrase, a gerund, an infinitive or a noun clause)

(b) the complement can be an adjective :

I *am* *tired*.

Some boys *are* *absent*

The story *is* *inspiring*.

(c) the complement can also be an adverb or an adverb phrase :

Rekha *is* *outside*

The boys *are* *in the field*.

The match *will be* *in June*.

5.26.2 Besides, *be*, there are other *linking verbs* which take a complement. The most common verbs that function as linking verbs are *seem*, *appear*, *look*, *grow*, *turn*, *sound*, *remain*, *become*, *smell*, *taste*.

He *seems* (to be) *innocent*.

She *looks* (to be) *a teacher*.

The boy *looks* (to be) *confused*.

The story *sounds* (to be) *incredible*.

The complement of a linking verb other than *be* can be an adjective (including a participle) a noun or a noun phrase.

5.27 Patterns with transitive verbs**(a) Verbs with one object**

I *love* *games*.

I *came across* *a strange fellow* in the market.

I *respect* *him*.

We *agreed* *to help* them.

I *avoid* *driving* fast.

He found *that he was deceived*.
 She didn't know *where to go*.

Verbs in the above sentences are **transitive verbs**. Verbs which take an object are known as transitive verbs. The noun, pronoun or noun phrase following a transitive verb is known as its object.

5.27.1 (b) Verbs with two objects (*indirect object* and *direct object*)

My father gave *me* a watch.
 She purchased *me* a book.
 I told *him* that *his behaviour* was objectionable.
 He taught *me* how to write an essay.

The verbs in the above sentences have two objects. The first is an *indirect object* and the second is a *direct object*. In the first sentence, for example, *me* is the indirect object and a *watch* the direct object. The indirect object can be shifted to the second place:

My father gave a watch *to me*.
 She purchased a book *for me*.

5.27.2 Verbs with object and object complement

The teacher appointed *him* *monitor*.
 We consider *him* (to be) *honest*.
 She keeps *her house* *clean*.
 I made *him* *what he is today*.

The verbs in the sentences above take an object and an object complement. Notice that the object and its complement refer to the same person or thing. The object complement can be a noun, a noun phrase or clause, or an adjective.

5.28 Patterns with intransitive verbs

Birds *fly*.
 The water *froze*.
 The train *stopped*.

The verbs in the above sentences are without an object or a complement. Verbs which do not take an object or a complement are known as **intransitive verbs**. An intransitive verb can take an adverb or an adverb phrase after it:

Birds *fly in the sky*.

The water **froze** in the jug.

The rain **stopped abruptly**.

An intransitive verb is also followed by an infinitive and by an *ing* form.

I have **come to work**.

She **sat crying**.

(V) THE PASSIVE VOICE

5.29 Look at these two sentences:

(a) The boy killed the snake.

(b) The snake was killed by the boy.

Sentence (b) is different from (a) in the following respects:

(i) In sentence (a) we find that it is the subject *the boy* that did something.

The subject is the doer of some action.

In sentence (b) the subject *the snake* does not perform any action. The sentence expresses what happened to the subject, or what action was *suffered* or *received* by the subject *the snake*.

(ii) Also notice that the form of the verb phrase used in (b) is different from the one used in (a). In (b) the verb phrase consists of the construction *be+past participle*.

(iii) The object in sentence (a) has been made the subject in (b).

Sentence (a) contains a verb in the active form, and the sentence is known to be in the action voice. Sentence (b) contains a verb in the passive form and is known to be in the passive voice.

5.29.1 The Passive sentences: how to construct them

Look at the sentences under A and B:

A (Active)

1. The police *arrested* the thief.
2. The hunter *shot* the tiger.
3. The boys *are throwing* stones.
4. Children *kill* frogs.
5. She *has made* a mistake.

B (Passive)

1. The thief *was arrested* by the police.
2. The tiger *was shot* by the hunter.
3. Stones *are being thrown* by the boys.
4. Frogs *are killed* by children.
5. A mistake *has been made* by her.

Sentences Under A are in the active voice, those under B are in the

passive. To change an active sentence into a passive one, the following changes have been made:

- (1) The active verb phrase has been replaced by a *matching* passive one (the passive verb phrase is made up of *be* + *past participle* construction). Notice that use of *being* in the verb phrase in sentence 3 and the use of *been* in sentence 5, under B to match the progressive and the perfective forms of the verb used in sentences 3 and 5 under A).
- (2) The object of the active sentence has been made the subject of the corresponding passive sentence.
- (3) The subject of the active sentence has been made the agent of the corresponding passive sentence. The preposition *by* has been used to introduce the agent.

Now read the following discussion carefully in order to know more about the three changes mentioned above:

5.29.2 Change in the verb form

It has already been mentioned that while changing a sentence in the active voice into a passive one, the active verb form is replaced by a *matching* passive form. The table given below shows how various active tenses are changed into the match in passive ones while changing a sentence from active to passive.

Table

<i>Tense</i>	<i>Form</i> <i>Active-base form of the verb or base+s/es form</i>	<i>Active</i>	<i>Example</i>
Simple Present			1. Everyday loves him.
			2. My elder brother helps me.
			3. He buys and sells old cars.
	<i>Passive-be (is/am/are)+ past participle</i>	<i>Passive</i>	1. He is loved by everybody.
			2. I am helped by my elder brother.

**Simple
Past**

Active-verb in the-ed form Active

3. Old cars are bought and sold by him.

1. Our team won the final match.
2. The principal addressed the students.

Passive-be (was/were)+ Past participle Passive

1. The final match was won by our team.
2. The students were addressed by the principal.

**Present
Continuous/
Progressive**

Active-be(is/am/are)+ verb in the ing form Active

1. I am writing a book.
2. My neighbours are helping me.
3. My father is writing letters.

Passive-be(is/am/are) +being+verb in the ing form Passive

1. A book is being written by me.
2. I am being helped by my neighbour.
3. Letters are being written by my father.

**Past
Continuous/
Progressive**

Active-be (was/were)+ verb in the ing form Active

1. Mother was cooking rice.
2. Children were throwing stones.

Passive-be (was/were) *Passive*
+being+verb in
the ing form

1. Rice **was being** cooked by mother.
2. Stones **were being** thrown by children.

Active-has/have+ *Active*
verb in the past
participle form

1. Mr. Singh **has purchased** a new car.
2. He **has written** several books.

**Present
Perfect**

Passive-has/have+been *Passive*
+verb in the past
participle form

1. A new car **has been purchased** by Mr. Singh.
2. Several books **have been written** by him.

Active-had+verb *Active*
in the past
participle form

1. The outlaws **had killed** many people.

**Past
Perfect**

Passive-had+been+ *Passive*
verb in the past
participle form

1. Many people **had been killed** by the outlaws.

The following table shows how the active verb phrases with modal auxiliaries are changed into the passive ones while changing a sentence from active to passive.

Table

(Verb phrases with modal auxiliaries)

Active (modal auxiliary+verb in the base form)	Passive (modal auxiliary+be+verb in the participle form)
1. He <i>will write</i> a letter.	1. A letter <i>will be written</i> by him.
2. Our team <i>can win</i> the match.	2. The match <i>can be won</i> by our team.
3. Our neighbours <i>may help</i> us.	3. We <i>may be helped</i> by our neighbours.
4. We <i>must observe</i> traffic rules.	4. Traffic rules <i>must be observed</i> .
5. You <i>ought to help</i> her.	5. She <i>ought to be helped</i> by you.

Active (modal auxiliary+have+past participle)	Passive (modal auxiliary+have been +past participle)
1. He <i>will have cancelled</i> the trip.	1. The trip <i>will have been cancelled</i> by him.
2. She <i>could have sent</i> a reply.	2. A reply <i>could have been sent</i> by her.
3. He <i>might have remembered</i> the data.	3. The data <i>might have been remembered</i> by her.
4. You <i>must have paid</i> advance tax.	4. Advance tax <i>must have been paid</i> by you.
5. We <i>ought to have consulted</i> a doctor.	5. A doctor <i>ought to have been consulted</i> by us.

5.29.3 Sentences with one object

We see in the table above that all active sentences with a noun or pronoun object can be made passive. However, there are a number of verbs that take an object, yet do not have a passive. These verbs include *hold* (in the sense of contain), *contain*, *lack*, *suit*, *fit*, *resemble*. The following sentences which contain these verbs cannot be made passive.

1. I have a car. (passive not possible)
2. This glass holds half a litre. (" " ")

3. This book contains 100 pages. (passive not possible)
 4. This boy resembles his father. (" " ")
 5. Cold climate suits me. (" " ")

We cannot say:

A car is had by me.

or

100 pages are contained by this book.

The passive transformation is also not possible when the object of the active sentence is a *reflexive* or *reciprocal pronoun*.

The following sentences having such objects cannot be made passive

We can not say:

Herself was seen by Rekha.

or

Each other are loved by us.

Where the object of an active verb is an infinitive or a clause, *it-construction* is preferred in the passive:

(I) **Active**—We decided to leave early.

Passive—It was decided by us to leave early.

(II) **Active**—People believe that the general elections will be held soon.

Passive—It is believed (by the people) that the general elections will be held soon.

5.29.4 Sentences with two objects

Look at the active sentences under A and the passive transformation of each of them under B:

A (Active)

1. The teacher asked me to come early.
2. My father gave me a costly present.
3. We showed the guests the new building.

B (Passive)

1. I was asked by the teacher to come early.
2. (a) I was given a costly present by my father.
(b) A costly present was given to me by my father.
3. (a) The guests were shown the new building by us.
(b) The new building was shown

4. The chairman asked the member to leave his office

to the guests by us.

4. The member was asked by the chairman to leave his office:

We see above that when active sentences with two objects are turned into passive, either object may become the subject in the passive sentence. But it is more natural to make the indirect object the subject. The indirect object usually denotes a person and the direct object a thing. Thus for sentences 2 and 3 the passive transformation under (a) is to be preferred. However, when the direct object is an infinitive, as in sentences 1 & 4 above, it is only the indirect object which becomes the subject in the passive sentence.

When constructions with an object and an object complement are turned into passives, the object of the active sentence is made the subject of the passive sentence:

Active

1. We made *him* captain.
2. The boys called *him* hero.
3. The news left *her* sad.
4. The garment business has made *him* rich.

Passive

1. *He* was made captain by us.
2. *He* was called hero by the boys.
3. *She* was left sad by the news.
4. *He* has been made rich by the garment business.

5.29.5 The use of the by-agent in passives

Look at the following sentences:

1. This matter will be discussed tomorrow.
2. Several people were injured in the accident.
3. My car is damaged.
4. Sugar is sold at six rupees a kilo.
5. Smoking is strictly prohibited.
6. Milk is used for making butter and cheese.
7. Rice is grown in all parts of the country.
8. English is spoken all over the world.
9. Where is gold found in India?
10. What is cheese made from?

We see that the passive sentences above do not contain the *by-agent phrase*. In the above sentences, you will notice, the question who is the agent (that

is, who performs the action described by the verb) is unimportant or irrelevant. The main interest of the speaker or the writer here is in the activity described by the verb. The active voice subject remains unknown or vague, or is too obvious, hence it remains unexpressed in the passive voice. The agent with *by* is not required. For example, in the active sentence *They manufacture high quality locks in Aligarh*, the subject *they* is vague and unknown. We do not mean any specific person or persons. Further more, the speaker or the writer of this sentence is interested in the activity of the manufacture of the locks in Aligarh rather than in who manufactures them.

Look at the active sentences under A and their corresponding passive under B:

A (Active)

1. They will announce the details of the scheme tomorrow.
2. Somebody told us to wait outside.
3. Nobody can mend this broken doll.
4. Someone must help the old man.
5. People love games all over the world.

B (Passive)

1. The details of the scheme will be announced tomorrow.
2. We were told to wait outside.
3. This broken doll cannot be mended.
4. The old man must be helped.
5. Games are loved all over the world.

Note that in the passive sentences the agent with *by* has not been used. The subject in each of the active sentences above is vague and unimportant. It, therefore, remains unexpressed in the passive. The *by-agent phrase* is not needed, and it will sound very unnatural if we use it.

The agent with *by* is mentioned where the speaker has some interest in the active subject or it is necessary to mention the agent to complete the meaning of the sentences:

The Discovery of India was written *by Nehru*.

America was discovered *by Columbus*.

This house is owned *by my uncle*.

English is taught to us *by Mr. Singh*.

The above sentences will remain incomplete if the agent with *by* is not mentioned.

5.29.6 Study the active sentences under A and the passive transformation of each of them under B :

A (Active)

1. Everybody knows him.
2. English Literature interests me.
3. Ravi's progress delighted me.
4. Your behaviour alarms me.
5. Your health worries me.

B (Passive)

1. He is known *to* everybody.
2. I am interested *in* English Literature.
3. I was delighted *with/by* Ravi's progress.
4. I am alarmed *at/by* your behaviour.
5. I am worried *about* your health.

We see in the passive sentences under B above that besides some other prepositions can also introduce the agent (known as the quasi-agent). Some other similar examples can be *disappointed with, surprised at, alarmed at, annoyed at* etc.

5.29.7 Commands and Questions in the Passive

(a) Commands

Study the active sentences under A and their corresponding passive under B:

A (Active)

1. Put this book on the table.
2. Open the door.
3. Answer all the questions.
4. Don't pay any money now.
5. Don't ask any questions.
6. Give me a pen.
7. Make Anil captain of the team.

B (Passive)

1. *Let* this book *be put* on the table.
2. *Let* the door *be opened*.
3. *Let* all the questions *be answered*.
4. *Let* no money *be paid* now.
5. *Let* no questions *be asked*.
6. *Let* me *be given* a pen.
Let a pen *be given* to me.
7. *Let* Anil *be made* captain of the team.

Notice the construction with *let* in the passive. Also note that the verb phrase is made up of *be + past participle*.

(b) Questions

A (Active)

1. Did you post the letter?
2. Can you give me some money?
3. Should people mistrust me?
4. Will Ranjan attend the meeting?
5. Have you taken my bicycle?
6. What places did you visit?
7. Who wrote *War and Peace*?
8. Where did you find this watch?
9. Which book do you like?
10. When did you receive the money?

B (Passive)

1. Was the letter posted (by you)?
2. Can I be given some money (by you)?
Can some money be given to me by you?
3. Should I be mistrusted (by people)?
4. Will the meeting be attended by Ranjan?
5. Has my bicycle been taken by you?
6. What places were visited by you?
7. By whom was *War and Peace* written?
8. Where was this watch found by you?
9. Which book is liked by you?
10. When was the money received by you?

The brackets indicate that the agent with *by* is optional in these sentences. It is better not used, for it tends to make these sentences clumsy and unnatural and is not necessary or important for the purpose of meaning.

EXERCISE 1

Turn the following sentences into the passive voice. Use the *by-agent phrase only where necessary*:

Examples:

- I. **Active** : People appreciate Indian Music all over the world.
Passive : Indian Music is appreciated all over the world.
- II. **Active** : Shakespeare has written some of the greatest tragedies of the world.
Passive : Some of the greatest tragedies of the world have been written by Shakespeare.
1. You must not spoil the library books.
2. They manufacture very fine sarees in Varanasi.
3. Newton discovered the law of gravitation.
4. Mr Sharma teaches us Geography.
5. Nobody offered me help.
6. They call the Indian flag the National Tricolour.

7. Did you take my grammar book?
8. Will they hold the elections this year?
9. Russia defeated Germany in the World War II.
10. Some one has picked my pocket.
11. Why did you not attend the function last night?
12. Are they decorating the house for marriage?
13. The teacher didn't allow him to enter the class-room.
14. They were taking out the winning candidate in a procession.
15. Lata Mangeshkar has sung many melodious songs.

EXERCISE 2

Turn the following sentences into the passive voice. Use the *by-agent* phrase only where necessary:

Examples :

I Active : They hope that the present crisis will soon end.

Passive : It is hoped that the present crisis will soon end.

II Active : Hang this picture on the wall.

Passive : Let this picture be hung on the wall.

III Active: Where do they produce jute in India?

Passive : Where is jute produced in India?

1. They say in the *Vedas* that God is omnipresent.
2. People believe that the world is heading towards another War.
3. Nobody knows how vast the space is.
4. Don't disturb me in my sleep.
5. Put the book in its proper place.
6. Did some one inform the police?
7. How do people tolerate such persons in our society?
8. We will discuss the matter in the next meeting.
9. We made him confess his mistake.
10. Nobody saw him going out.
11. The doctor has advised my father to avoid eating fried things.
12. Why have they invited Anil?
13. How do they take out coal from mines?
14. Post this letter today.
15. You cannot expect me to remain silent.

6. THE ADVERB

6.1 Study the following sentences, and look at the words printed in bold letters :

1. I am **extremely** *sorry*. (adjective)
2. I **sat** *there* waiting for my friend. (verb)
3. They **arrived** *last Sunday*. (verb)
4. She **is working** *hard* for the examination. (verb)
5. This fellow has grown **very** *rich*. (adjective)
6. **Fortunately**, *some money was left in my pocket*. (the whole sentence)
7. He ran **very** *fast*. (adverb)
8. **Nearly** *everybody* attended the party. (pronoun)
9. You will go to play **only** *when* you have finished your homework.
(conjunction : relative adverb)
10. Have you met *my neighbour* **upstairs**. (noun phrase)

The words printed in bold letters in the sentences above give us some extra information about the action happening or state described by the rest of the sentence. For example, they tell us *the time when* it happened : They arrived—when?—last Sunday (sentence 3); *the place where* it happened : I sat—where?—there (sentence 2); *the manner in which* it happened : She is working—how? = hard (sentence 4) These words are seen to modify a verb, an adjective, an adverb, a pronoun, a noun phrase, a conjunction, or the whole sentence. The parts of speech they modify in the sentences above have been indicated in brackets. The modified part is printed in italics.

Such words are called **adverbs**.

6.2 Kinds of Adverbs :

Adverbs may be classified as follows **according to their meaning** :

6.2.1 Degree, quantity

I am **very** thirsty.

We left **quite** early.

She is reduced **considerably**.

I am **rather** annoyed.

You are **wholly** mistaken.

I enjoyed the film *very much*.

The question is *a bit* difficult.

The words printed in italics above answer the questions *how much?* *to what degree?* or *to what extent?* These words are known as **adverbs of degree**. Some other useful adverbs of degree are: *almost, too, a little, completely, entirely, totally, nearly, somewhat, absolutely* and the negative degree adverbs *barely, hardly, scarcely* and the adverb phrase *at all*.

I *scarcely* heard the sound (I almost didn't hear the sound).

I didn't hear the sound *at all*.

6.2.3 Very and much

(a) *Very* functions as a modifier and is used attributively with adjectives, adverbs and present participles : *very good, very soon, very interesting*. It is not used with some adjectives used predicatively. These adjectives are *afraid, asleep, awake, alone, alive*, etc.

We do not say: He is *very* afraid.*

I *very* prefer the town life.*

We say : He is *much* afraid.

or

He is *very much* afraid.

(b) *Very* does not modify a verb; *much* does:

I (*very*) *much* prefer the town life.

I prefer the town life *very much*.

(c) *Very* is used with past participles used attributively with nouns :
a *very* tired child, a *very* complicated problem or when the past participle is complement :

She is *very* interested.

He is *very* confused.

But with past participles in passive construction, *much* or *very much* is preferred :

His condition isn't (*very*) *much* improved.

My position is (*very*) *much* weakened.

(d) *Much* is used in the mid-position in the sentence, when used alone (without *very*):

I *much* enjoyed the film.

She is *much* pleased.

In end-position it is preceded by *very* :

I liked the book *very much*.

In mid-position also *much* can be preceded by *very* :

I *very much* liked the book.

(e) *Much* is attributively used with comparative adjectives :

The patient is *much* better.

Her sacrifice is *much* greater.

Very cannot be used with comparatives.

We do not say : He is *very* stronger*.

However, *very* is used with superlatives to express the idea of the highest :

The *very* best, the *very* first.

(f) Both *very* and *much* are also adjectives :

There is not *much* water left in the jug.

That *very* night they left the town.

6.3 Duration

I met an old friend *yesterday*.

Let us start *now*.

I have seen her somewhere *before*.

We'll *soon* disperse.

She has *recently* been married.

I shall *first* do my homework and then go to play.

The words printed in italics above answer the question *when*?

Such words are known as **adverbs of duration or adverbs of time**.

Some other useful adverbs of duration are those that express :

Definite time : *yesterday, today, tonight, tomorrow* etc.

Indefinite time : *just, recently, already, still, soon, nowadays*

Sequence in time : *now, then, before, after, first, next, later*

Duration is often expressed through adverb phrases such as *last week, a month ago, for several days, since Monday, for the moment, for a long time, for a while, in summer, from January to March, from 10 to 15, until/till 5 O'clock on Sunday morning, at 10 O'clock, in July, by night.*

We were together *for several days*.
 We'll go to Kashmir *in summer*.
 We work in the office *from 10 to 5*.
 We worked *until/till 5 O' clock*.

6.4 Frequency

You are *always* late.
 I *often* find him roaming.
 He *seldom* visits us.
 I *hardly* ever see him. (almost never)
 She has *never* been to my place.
 My father goes for a walk *every morning*.
 After his marriage we have met only *once*.
 The medicine is to be taken *three times a day*.

The words printed in italics answer the question *how often?* or *how many times?* These expressions denote *frequency* and are known as **adverbs or adverb phrases of frequency**.

The upper and lower limits of frequency are expressed by the adverbs *always* and *never*.

always = on all occasions

never = on no occasion

The frequency may be indefinite or definite. Some other useful expressions of indefinite frequency are :

Scarcely ever, rarely, occasionally, sometimes, frequently, usually and almost always, etc.

Definite frequency is shown by such expressions as *once a week, daily, monthly, yearly, once, twice, several times, many times, etc.*

6.5 Manner

He bore his difficulties *patiently*.
 I answered the questions *confidently*.
 He acted *courageously*.
 She worked *hard* for the test.
 The boy ran *fast*.

The words printed in italics answer the question *how?*

They tell us about the manner in which something happened. Such words are known as **adverbs of manner**. These adverbs are usually found in *ly form*: *bravely, hopefully, peacefully, soundly, furiously*, etc.

The idea of manner can also be expressed by *with + abstract noun phrase*:

He bore his difficulties *with patience*.

I answered the questions *with confidence*, or by an adverb phrase inmanner or in....way :

He bore his difficulties *in a patient manner*.

I answered the questions *in a confident way*.

Manner can be expressed by phrases and clauses introduced by *like, as* :

He talks *like* my elder brother.

He sings *as* his father did.

When we have to express *means* or *instrument* to tell how something happened, we can use a *by + noun phrase for means*, and *with + noun phrase for instrument* :

I travel *by bus* to reach my school.

He cut his finger *with a knife*.

6.6 Place, Direction

I left him sitting *here*.

We saw him *there*.

They live *upstairs*.

I found him *nowhere*.

It is raining *outside*.

The words printed in italics answer the question : *where?* Such words are known as **adverbs of place**. The idea of place or direction is usually expressed by a *preposition+noun phrase construction*.

We met *in the library*.

Put the book *on the table*.

Gandhiji was born at Porbandar *in Kathiawar*.

Depending on how we see an object, a number of prepositional phrases are used to indicate *place, location and direction*.

For example :

At the station, at the gate, on the roof, in the room, into the well along the river bank, across the border, through a tunnel, from Meerut to Allahabad, over the trees, above us, under the bridge, between two trees opposite the school building, up the hill, beyond the clouds

In the following sentences adverbs printed in italics also indicate direction :

1. The caravan moved *on*.
2. Please come *in*.
3. Let us go *out*.
4. Suddenly he stood *up*.
5. She fell *down*.

Some other adverbs of direction are :

upward, downward, forward, backward, inward, outward, homeward and also *eastward, westward*, etc. These adverbs are also used with *s* added to them : *upwards, downwards*, etc.

6.7 Sentence modifiers

Obviously, you have no reason to be absent.

Fortunately, the fire-brigade reached in time.

Strangely, the thieves were in the house for one hour but nobody woke up.

Each of the words printed in italics above modify the whole sentence. Such words are known as **sentence adverbs** or **sentence modifiers**. They generally come at the beginning of the sentence. Some other useful sentence adverbs are :

Surprisingly, evidently, luckily, firstly, secondly, lastly, frankly, also, moreover, further more, besides, naturally

Depending on the meanings the speaker wants to convey, there are a number of adverb phrases used as **sentence modifiers**. Some such common phrases are : *to begin with, to conclude, in short, to sum up, for example, for instance, that is, that is to say, by the way, in fact*.

These words and phrases and many others like them are very useful in connecting one idea to the other in speech or writing. They convey the

idea of adding, generalising, explaining, etc. on the part of the speaker or the writer.

6.8 Sentence linking adverbs

He will never win, *however* hard he tries. (*contrast*)

I am tired; *so* I cannot accompany you. (*cause*)

I don't like the climate here. I *therefore* seek a transfer from this place. (*result*)

You should work hard; *otherwise*, you'll not succeed. (*condition*)

The words printed in italics above link sentences.

Such words indicate such relationship as *contrast*, *cause*, *reason*, *result*, or *condition*, etc. (The relationship indicated by each of adverbs above is given in brackets.)

Some other common sentence linking adverbs are :

Yet, *moreover*, *meanwhile*, *nevertheless*, *then*

Her husband ill-treated her; *nevertheless*, she continued serving him.

Take medicine regularly, and *then* you'll improve.

6.9 Interrogative and Relative Adverbs

1. *When* will you go to Allahabad? (*time*)

2. *Where* is my watch? (*place*)

3. *How* many boys were present? (*number*)

4. *How* do you feel now? (*manner*)

5. *How* much did you pay for the shirt piece? (*quantity*)

6. *Why* were you absent? (*reason*)

The words printed in italics above are *wh* words used to ask questions about *time*, *place*, *number*, *manner*, *quantity* and *reason*. These words are known as **interrogative adverbs**.

When the *Wh-words* connect two clauses, they are known as **relative adverbs** :

1. That was the last time *when* we met.

2. This is the place *where* we met.

3. I don't know the reason *why* he failed to come.

Note : The clauses which the relative adverbs introduce are **adjective clauses**.

6.10 Degrees of Comparison of Adverbs

Like *gradable adjectives*, the *gradable adverbs* have three degrees of comparison : *Positive*, *Comparative* and *Superlative*.

Some adverbs are identical in form with adjectives. They have the same rules of comparison as adjectives; their comparative and superlative degrees are identical in form:

I

Positive	Comparative	Superlative
early	earlier	earliest
late	later	latest
hard	harder	hardest
fast	faster	fastest
slow	slower	slowest

II Adverbs ending in *ly* form comparative and superlative with *more* and *most*:

slowly	more slowly	most slowly
clearly	more clearly	most clearly
wisely	more wisely	most wisely
quickly	more quickly	most quickly

III Like adjectives, a few adverbs form degrees of comparison in an irregular manner :

much	more	most
many	more	most
little	less	least
few	fewer	fewest
good	better	best
bad	worse	worst

Gradable adverbs are those whose meaning can be thought of in terms of a scale, in terms of their relative position on a scale. These adverbs refer to a manner or to a time that is thought of on terms of a scale : early-earlier-earliest, bravely-more bravely-most bravely.

6.11 Position of Adverbs

Most of the Adverbs can occur at different places in the sentence, although there are some which occur in fixed positions. There are three main positions in which adverbs can occur in the sentence :

(i) **Front-position:** before the subject :

Here the trees are tall and shady.

(ii) **Mid-position**

(a) after *be* if *be* is the main verb:

The trees *here* grow tall and shady.

(b) immediately before the *main verb*, if there is no auxiliary used with the main verb:

The trees *here* grow tall and shady.

(c) after the *first auxiliary* if there is one or more auxiliary used with the main verb:

(iii) **End-position**

(a) after an *object* or *complement* if there is one present:

The trees have grown tall and shady *here*.

(b) after the *verb* if there is no object or complement present:

Tall and shady trees grow *here*.

6.12 Degree Adverbs :

Degree adverbs usually occur in *mid-position* :

My work is *almost* finished.

I *fully* agree with you.

She was *nearly* killed.

Many of them can also be used in *end-position* :

She has *considerably* reduced.

She has reduced *considerably*.

The adverbs of degree generally precede the adjectives and adverbs they modify:

We rose *quite* early.

You are *completely* wrong.

The adverb *enough* is placed after its adjective and adverb :

This book is good *enough*.

Strangely *enough*, none of them attended the party.

6.13 Duration and Time Adverbs

- (i) *Adverb and phrases of duration* normally have *end-position*:

We met in *summer* and parted in *winter*.

We haven't met *since Monday last*.

- (ii) *Adverbs denoting time* can have *any position* :

Now you can leave.

You can *now* leave.

You can leave *now*.

But *some adverbs* normally have *end-position* :

I'll see you *again*.

We start *tomorrow morning*.

The adverb *just* always occurs in *mid-position* :

She has *just* gone out.

6.14 Frequency Adverbs

- (i) *Adverbs denoting definite frequency* usually have *end-position*:

He visits us *every Sunday*.

The meeting was held *last week*.

- (ii) Those denoting *indefinite frequency* generally have *mid-position*:

She is *always* punctual.

He *often* comes late.

This fellow is *never* tired of talking.

6.15 Manner Adverbs

- (i) *Manner adverbs* have usually *end-position*:

He acted *bravely*.

She slept *soundly*.

Let me live *peacefully*.

- (ii) in *passive construction* they are generally used in *mid-position*:

The meet was *formally* opened by the principal.

I was *confidentially* informed by the clerk.

6.16 Place Adverbs

- (i) *Place adverbs and adverb phrases* can indicate either *location* or

direction. Both generally have *end-position* :

I found him standing *at the gate*.

There is nobody *inside*.

(ii) *Two place adverbials* can occur together in *end-position*, the *smaller unit preceding the larger unit* :

He was born *at a small village in Bulandshahur district*.

(iii) *An adverb usually precedes an adverb phrase* when they occur together in *end-position*:

They live *upstairs in a two-room set*.

6.17 Sentence Modifiers

Sentence modifiers are normally placed in the *front position*. In writing they are usually separated from the rest of the sentence by a comma :

Luckily, I got the lower berth.

In fact, I have no knowledge of this matter.

Note : *Only* and *also* are placed near the word they modify:

Only Neeraj will go with me. (meaning only Neeraj and nobody else)

Neeraj will go *only* with me (that is with nobody else except me)

I *also* will eat fruit. (that is I shall be among/ others who will eat fruit)

I'll eat fruit *also*. (that is among other things I'll eat fruit also)

Note : that the change of position of *only* and *also* changes the meaning of the sentence.

6.18 Order of two or more Adverbs

(a) When there are *two adverbs* of time used in *end-position* the *smaller unit is usually placed first* :

The meeting was held *at 3 O'clock yesterday*.

We'll start *at 7 O'clock tomorrow*.

(b) When there are *two adverbs of place*, the *smaller unit usually precedes the larger* :

He lives *in a small town in Meerut district*.

(c) *An adverb of place normally precedes an adverb phrase* when used together in *end-position* :

We could not trace the keys *anywhere in the house*.

(d) More than two adverbs in *end-position* occur in this order :

Manner + Place + Time :

I found him working *patiently* in his room *last evening*.

However, we avoid using too many adverbs or adverb phrases in *end-position* (or in fact, in any position). The one in the end is often shifted to *front-position* :

Last evening I found him working *patiently* in his room.

(e) *Time adverbs* in *end-position* occur in this order : *Frequency + Time*. If there is a *place adverb* also, it *precedes* the two :

I have been *there* *twice* *last year*.

It is preferred, however, to put the *end-position* adverb or adverb phrase in *front position* :

Last year I have been *there* *twice*.

EXERCISE 1

Fill in the blanks in the following sentences with *very* or *much* whichever is suitable :

1. It is.....cold outside.
2. I.....enjoyed the Kavi Sammelan.
3. Ranjan is.....superior to the other boy.
4. The painting is really.....wonderful.
5. Between these two boys, the taller one is.....stronger.
6. Everybody appreciated the film.....
7. My elder brother is.....senior to me in age.
8. I have not liked the novel.....
9. The story is.....inspiring.
10. She is.....afraid of darkness.

EXERCISE 2

Fill in the blanks with correct adverbs or adverb phrases given in brackets:

1. I have.....seen him..... (before, never)
2. This boy.....speaks..... (with great confidence, always)
3.he called on me..... (last Sunday, at 10 O' clock)
4. I found him weeping..... (bitterly, in his room)

5.we.....play cricket. (often, on Sundays)
6.I.....sleep late. (usually, these days)
7. I have left my keys..... (somewhere, in the library)
8. He was.....convinced.....(at that moment, fully)
9. Rekha.....remained..... (generally, happy)
10.he acts..... (bravely, on such occasions)
11. I have.....met the principal..... (in his office, just)
12. They have.....been married..... (in a Gurudwara, recently)

EXERCISE 3

Substitute suitable adverbs for the adverb phrases printed in italics :

Example :

1 He faced the situation *with confidence*.

Answer : He faced the situation **confidently**.

1. Rakesh left the room *in haste*.
2. He looks at me *with suspicion*.
3. *With hope and courage* he bore all his difficulties.
4. They welcomed us *in a very decent manner*.
5. The woman cried *in a pathetic manner*.
6. I should be allowed to live *in peace*.
7. We accepted his gift *with thanks*.
8. I treat my parents *with respect*.
9. I thank you *with all my heart* for your kindness.
10. He gave me this information *in confidence*.

7. THE PREPOSITION

7.1 (A) Read the following sentences carefully and look at the words printed in bold:

1. I was **in** Agra last week. (space)
2. Meenu arrived here at 11 O' clock but her brother came **at** noon. (time)
3. In India trains are run **by** steam, **by** diesel or electricity. (agent)
4. He is cutting the apple **with** a knife. (instrument)
5. Let us face the situation **with** courage. (manner)
6. The Government has been doing a lot **for** the down-trodden. (purpose)
7. He has been suffering **from** Malaria. (cause)
8. Sugar is being sold **at** eight-rupees a kilo. (rate)
9. We get solar energy **from** the Sun. (source)

The words printed in bold in the above sentences are **Prepositions**. It is clear from the description and examples given above that a Preposition indicates the relation in which one thing stands to some other thing. Preposition means placing before. It is usually placed before the word it controls, the most common being the words showing time, space, position and direction relationships.

(B) Read the following sentences carefully and note that only Noun or a Noun equivalent (Gerund) or a Pronoun follows a Preposition:

1. (a) He was accused **of** murder. (noun)
(b) He was accused **of** what was considered treason. (noun clause)
(c) He was accused **of** spreading rumours. (gerund)
(d) He spoke **to** me very kindly. (pronoun)
2. (a) I am sorry **for** the mistake. (noun)
(b) I am sorry **for** what I have said. (noun clause)
(c) I am sorry **for** keeping you waiting so long. (gerund)
(d) They were not much helpful **to** him. (pronoun)

(C) Study the following examples and note the position of the prepositions in the following sentences:

1. *What* is he writing **on**?
2. *What* are you cutting the paper **with**?

3. *What* are you laughing at?
4. *What* are you thinking of?
5. *What* is he talking about?
6. Do you know *who* the parcel is for?

(D) *When a Preposition governs a Question word (Wh-word) in spoken English, it is usually placed at the end of the sentence.*

1. Where is the man you were talking *to*?
2. The man, I was talking *to*, has gone to the market.
3. The Ramayan is the book, I was in search *of*.

(E) *The preposition, which governs a Relative Pronoun, that is understood, is used at the end of the clause.*

1. The dog, *that* I am speaking *of*, is a sheep dog.
2. Such persons, *as* we mix *with*, must be gentlemen.
3. He grabs, *that* he lays his hand *on*.

When *that* and *as* are used as Relative Pronouns, the prepositions which govern them are used at the end of the clause beginning with them.

7.2 The following list contains the commonest prepositions in English:
about, above, across, after, against, along, among, at, before, behind, below, beneath, beside, beyond, by, despite, down, for, from, in, into, like, near, of, off, on, onto, out of, outside, over, since, through, till, to, towards, under, until, up, with, without

7.3 Prepositions and their use

1. above

- (i) higher than, on top of (without touching), over
 The bird flew *above* the tree.

There is a monkey on the branch *above* you.

- (ii) more than, over

Above five hundred people attended the meeting.

- (iii) superior to

All these men are honest and *above* temptation.

2. over

- (i) without touching

A signboard hung *over* the hotel door.

Over is often interchangeable with *above* in such contexts but it

has the meaning of vertically above, while *above* implies only higher than.

- (ii) touching the surface of
Grass is growing *over* the play-ground.
The burglar put a mask *over* his face.

Here in this context *above* can never be substituted for *over*.

- (iii) across
He walked *over* the road to greet his teacher.
- (iv) from one side to the other of
The children quickly climbed *over* the wall into the giant's orchard.
- (v) superior to
A new principal has been appointed *over* us.
- (vi) more than, above
Over five hundred people were present at the function.
- (vii) about, concerning
He went to see his friend *over* his son's poor examination results.
The quarrel was *over* a small child.

3. below

- (i) lower than
Just *below* the top of the wall, there was a brick missing.
(antonym-above)
- (ii) Your essay was *below* average.
He is *below* the rest of the class in English.
Below and *behind* are interchangeable in the sentence.
He is below the rest of the class in English, but not in such phrases as, *below average*.

Beneath can be substituted for *below* in most contexts in literary English.
For example:

The road twisted through the valley *beneath* us.

4. under

- (i) lower than, vertically below, beneath
There was black spot *under* his left eye.
We took shelter *under* a big tree.

Under and *beneath* are often interchangeable. *Below*, however, is not always interchangeable, for it means merely lower than, while *under* suggests vertically below. For example:

He hid *under* the table (beneath the table).

He hid *below* the table (lower than the top of the table), (antonym-over)

Note that *under* and *beneath* are often used figuratively, while *below* cannot be used in this way. For example:

He became ill *under* the heavy burden of work.

The slaves cried out *under* the oppression.

(ii) below (the surface of)

The soldier had a dagger *under* his cloak.

(iii) less than

This house costs *under* Rs. 60,000.

(iv) inferior to

At least ten boys were *under* Ravi in the last examination results.

(v) subject to

The road is *under* repair.

5. across

(i) from one side to the other side of

The little boy ran *across* the road.

(ii) on the other side of

He saw a restaurant *across* the street.

6. along

(i) from one end to the other end of,

through any part of the length of

There are trees all *along* the river bank.

We walked *along* the road.

7. at

used to denote a point of time and clock times

(i) His friend appeared *at* that moment.

We arrived *at* two O'clock.

(ii) used before the names of festivals etc. but not before days. For example:

They will begin their journey *at* Diwali.

They will begin their journey *on* Easter Monday, not, *at* Easter

Monday

- (iii) used before the name of a particular place, usually in address, a building, a village or a small town.

He lives *at* the Green Cottage.

- (iv) to, towards

The dog ran *at* the passerby.

Note that *to* cannot be substituted for *at* in these contexts.

The soldier aimed *at* the target.

She threw the book *at* me.

Compare this with *threw the book to me*, which means cause something to go through the air, usually with force.

- (v) for

I bought six pencils *at* fifty paise each.

- (vi) used before certain nouns to express state, condition, emotion etc.

The police soon put the witness *at* ease and extracted evidence from him.

8. amid, amidst

- (i) She stood in tears *amid* the alien corn.

- (ii) The brave man stood *amidst* the cheering crowd.

Note that there is no difference between *amid* and *amidst*. Both are found more in literature than in daily speech.

9. among, amongst

- (i) from person to person

The host moved about *among* his guests.

Divide this bread *amongst* all the boys here.

I am *amongst* your admirers.

As in the case of *amid* and *amidst* there is no difference between *among* and *amongst*. They are interchangeable.

10. between

- (i) Generally the preposition *between* is used when the reference is to two objects, while the preposition *among* is used, when the reference is to more than two. However, *among* can be replaced by *between* when the reference is to more than two but the number is definite. Such use of *between* is idiomatic and should be used with due care. For example:

We shall share the house *among* three of us.

We shall share the house *between* three of us.

It should, however, be noted that *between* cannot be replaced by *among*. For example, it is correct to say:

These magazines are to be distributed *between* the two classes.

We cannot say:

These magazines are to be distributed *among* the two classes.

(ii) across (space)

His body was firmly wedged *between* the two vehicles.

He put some butter *between* two slices of bread.

(iii) across (a period of time)

What did you do *between* 8 O'clock and 10 O'clock?

(iv) in the middle of

The girl was torn *between* love and duty.

When *between* is used, use *and* and not *to*.

(v) separating

There is a hill *between* the two villages.

(vi) connecting, uniting

There is something *between* the two persons.

(vii) shared by

The father divided the money *between* Rajesh and Rakesh.

11. In

(i) during the period of time

Ravi answered all the questions *in* ten minutes..

(ii) after (a period of time)

She will meet us *in* two hours.

(iii) during (at sometime during) used before parts of the day, week, month, season and year

He meets me *in* the morning only.

The examination will begin *in* March.

We left Allahabad *in* 1977.

(iv) space (used before the important towns, cities, countries etc. or any large area)

Mahatma Gandhi was born *at* Porbander *in* Gujrat.

(v) used to denote a state or position

(a) That book is *in* my almirah.

(b) He has a pen *in* his hand.

(c) I met her *in* the cinema hall.

Note that *in* is used for continents, countries, provinces and large areas of any kind. However, both *in* and *at* are used for towns or villages depending on what the speaker thinks of that unit in relation to another unit.

- (vi) through

He is going *in* the corridor of the hospital.

12. into

- (i) used to denote movements inwards

He went *into* the house.

- (ii) used to express a change of condition

He put all the coins *into* a big pile.

He translated the play *into* Urdu.

- (iii) used to express division

The servant cut the cake *into* several pieces.

13. on

- (i) on the surface of

There is a picture *on* the wall.

- (ii) covering (in contact with a surface)

I am wearing a ring *on* my little finger.

The beggar maid had no shoes *on* her feet.

- (iii) to indicate a position in time, usually days or date

He came here *on* Monday.

Ravi went there *on* July 8.

- (iv) as soon as, immediately after

On reaching Allahabad, I had a bath.

- (v) as a result of

The fault was discovered *on* a careful examination.

- (vi) about, concerning

He delivered a lecture *on* the dangers of increasing population.

- (vii) *who are on the Committee?* but, *Were you in the class yesterday?*

On is used mainly to show membership of small or exclusive association.

14. upon

Upon our arrival, the people began to sing and dance.

The lecture will be *upon* effects of the radio-activity.

Note that *upon* may be used instead of *on* in all cases except when *on* denotes a position in time, e.g. *I hope to see him on (not upon) Monday?*

5. after

- (i) later than (a time)
I shall be able to see him *after* six O'clock.
Can you come to me *after* Dīwali holidays?
- (ii) following, behind
Go *after* him and give him his umbrella.
- (iii) Note the difference in the meaning of *after*
This painting is *after* Tagore.
He painted it *after* Raphael.
Here *after* means *in the same manner*.
He painted *after* Hussain means *at a later time than*.
- (iv) as a consequence of
He could not walk steadily *after* drinking.
- (v) in spite of
After all persuasion, he did not come round.

6. before

- (i) in front of
In the queue he stood just *before* me. (antonym-behind)
- (ii) earlier than (time)
My brother arrived home yesterday *before* midnight
(antonym-after)
- (iii) rather than
Chandra Shekhar embraced death *before* dishonour.

7. behind

- (i) opposite of (*in front of*)
The speaker stood *behind* the speaker's desk.
- (ii) supporting
I know my neighbours were not *behind* me in the election.
- (iii) inferior to, lower than
The boy is *behind* the rest of the class in English.
- (iv) hidden
There is something strange *behind* what our neighbours say.

8. by

- (i) used in the passive voice to denote the agent
The Taj Mahal was built *by* Shahjahan.
- (ii) near
There was a big snake lying *by* the wall.

- (iii) indicating means of travel
We travelled to England *by* ship, not *by* plane.
- (iv) past
He went *by* me and did not notice me.
- (v) by means of
He passed the competitive test *by* sheer hardwork.
- (vi) during
The pilgrims travelled *by* night and rested *by* day.
- (vii) at or before the appointed time
The train will arrive at the station *by* 4 O'clock.
I shall have finished this work *by* Monday.

19. for

- (i) on behalf of
The manager signed the letter *for* the firm.
- (ii) in place of
The abbreviation B.A. is used *for* Bachelor of Arts.
- (iii) in exchange for, for the price
I bought a car *for* Rs. 60,000/-
- (iv) to obtain
He plays the flute *for* pleasure.
- (v) in search of, to obtain.
People went to El Dorado *for* gold.
- (vi) towards
The ship sailed *for* the Far East.
- (vii) on account of, because of
He hired a taxi *for* fear of getting home late.
- (viii) showing duration
I have lived in Allahabad *for* twenty years.

20. since

Used before an expression denoting a definite point in the past time to show a continuous period of time extending from that point in the past to the present moment.

- (i) I have not seen him *since* 1958.
He has been absent *since* last week.
I have been studying in this school *since* 1980.
- (ii) after
I have visited my friend Ravi only once *since* his arrival.

21. *of*

- (i) belonging to
This is the house *of* my friend.
A part *of* the top *of* this table is green.
- (ii) have an origin in, come from
He comes *of* a good family.
- (iii) selected from
This is a passage *of* the Treasure Island.
- (iv) showing the identity or quality of
The table is made *of* wood.
- (v) measurement or amount
I have bought a pair *of* scissors.
- (vi) among
The rumour must have been spread by any *of* those present in the college.
- (vii) about, concerning
He spoke *of* his qualities *of* head and heart.
- (viii) having
Our Prime Minister is a man *of* great determination.

22. *off*

- (i) away from
He jumped *off* the running train.
- (ii) less than
The fans are being sold at 10 per cent *off* the current price.

23. *within*

- (i) inside or in (a place)
No sound came from *within* the hall.
Within is not often used now with this meaning. *In* or *inside* can be substituted for *within*.
- (ii) in (a period of time)
You must return *within* an hour.
- (iii) not beyond
Those who live *within* their means never suffer.

24. *without*

- (i) not having, free from
There are several persons who live *without* food for many days.
He came *without* delay.

(ii) alone

He should not go to Delhi *without* his family.

(iii) outside, beyond

There is a green hill far away *without* the city wall.

Now *without* is rarely used in this sense and never in speech.

7.4 Prepositional Phrases

Study the use of the following prepositional phrases and also note that each phrase begins with and ends in a preposition:—

<i>by dint of</i>	:	Mohan stood first in the class <i>by dint of</i> regular hard work.
<i>by means of</i>	:	Peace is maintained <i>by means of</i> strict enforcement of the laws in a country.
<i>by the side of</i>	:	My house stands <i>by the side of</i> the main road.
<i>by virtue of</i>	:	He presided over the meetings of the committee <i>by virtue of</i> his seniority.
<i>by way of</i>	:	He called on the Principal <i>by way of</i> courtesy.
<i>for the sake of</i>	:	<i>For the sake of</i> God, don't indulge in violent
<i>for want of</i>	:	A lot of world unrest goes on <i>for want of</i> religious tolerance.
<i>in accordance with</i>	:	Let our actions be <i>in accordance with</i> our thoughts and speech.
<i>in or on behalf of</i>	:	It is <i>in/on behalf of</i> the non-aligned nations that India strongly opposes atomic war.
<i>in case of/in the event of</i>	:	A student has to pay a fine <i>in case of</i> late payment of school fee.
<i>in connection with</i>	:	Shall I know what you know <i>in connection with</i> the crime under investigation?
<i>in course of</i>	:	<i>In course of</i> his speech, he dwelt mainly on the importance of national integration.
<i>in face of</i>	:	Only the brave can keep their presence of mind <i>in face of</i> a danger.
<i>in favour of</i>	:	India has always been <i>in favour of</i> peace.
<i>in front of</i>	:	His house stands <i>in front of</i> the bus-stand.
<i>in lieu of</i>	:	An employer has to pay three months' salary to an employee <i>in lieu of</i> notice of termination of his services.
<i>in order to</i>	:	We have to step up agricultural productions

- order to feed the teeming millions in the country.*
- in point of* : Mohan is junior to me *in point of* class.
- in pursuance of* : India is doing her best *in pursuance of* her policy of world peace.
- in quest of* : Columbus started *in quest of* India but reached America.
- in respect of* : *In respect of* population, U.P. is the biggest State of the Indian Union.
- in spite of* : He came out with flying colours in the college sports *in spite of* his prolonged illness.
- in the rear of* : Cholera follows *in the rear of* a big fair.
- in the teeth of* : India has always stood by the weak nations even *in the teeth of* opposition on the part of big nations.
- in view of* : *In view of* his poverty, he deserved full free-ship in school fee.
- instead of* : Who would not like communal harmony *instead of* riots?
- on account of/ because of* : The town was plunged into darkness *on account of/ because of* power failure.
- on the brink of* : The world, it seems, is *on the brink of* another war.
- on the ground of/on the score of* : An employee can be dismissed *on the ground of/on the score of* insubordination.
- on the part of* : It can never be considered befitting *on the part of* a gentleman to indulge in abusing anybody.
- with an eye to* : It is immoral *on the part of* an employee to take leave on the pretext of illness.
- with reference to/ with regard to* : Students should work hard as they can *with an eye to* their future career.
- with reference to/ with regard to* : A member of Parliament or an Assembly has to speak *with reference to/ with regard to* the matter under consideration.

7.5 Particular words are followed by particular Prepositions although there may be some other prepositions having the same meaning. Below is given a list of such words classified into Verbs, Nouns and Adjectives, and

participles followed by correct Prepositions.

(a) Prepositions that follow certain Verbs

abide by the rules
abound in or with springs.
abstain from intoxicating drinks
accede to a request
account for negligence
accuse of theft
acquit of an offence
adapt to a change
admit of an excuse
agree to a proposal
agree with a person
aim at something
alight from a bus
alight on a place
allude to a statement
apologise to a person
apologise for a mistake
appeal to a person
appeal for mercy
appeal against a judgment
apply to an authority
apply for a loan
apprise of intentions
approve of an action or a plan
ask for a thing
assent to conditions
assure a person of a fact
avail oneself of a holiday
beg of a person
beg for something
beware of dogs
blush at faults
burst into tears or laughter

canvass for a party or a candidate
 caution a person against being late
 cease from abusing
 charge a man with a crime
 clamour for something
 cling to a person or a thing
 coincide with views
 comment on something
 communicate a thing to a person
 communicate with a person on a subject
 compensate a person for loss
 complain of open manholes
 complain to an authority
 complain against a person
 congratulate a person on success
 consent to proposal
 contribute to the Red Cross Fund
 crave for or after wealth
 cure a person of a disease
 debar from voting at an election
 decide on doing something
 demand a thing of a person
 deprive a person of a thing
 deviate from a rule
 digress from the subject
 disabuse mind of suspicion
 disagree with a person on something
 dispose of property
 divert one from ambitions
 dream of becoming a millionaire
 emerge from the sea
 enlist in a force
 enter upon a career
 escape from custody or a cage
 excel in dancing
 exempt from taxes
 feed on grass

free of or from debt
grapple with problems
grumble at failure
guess at idea
hanker after wealth
hesitate at an action
hide truth from me
hope for happy days
incite one to violence
infer from something
insist on or upon an action
introduce one to a person
invite a person to a dinner
jump at an offer
jump to a conclusion
lead to Kanpur (a road)
lean against a wall
lean on a staff on somebody's arm
meddle with affairs
merge into something
murmur at or against something
occur to one's mind
part with a thing or person
pay for one's foolish behaviour
perish with hunger
play at cards
play upon flute
plot against a person
plunge into a swimming pool
ponder on or over a subject
prefer coffee to tea
present someone with something
pride oneself on a thing
protest against a decision
qualify oneself for some service
quarrel with a person over or about something
quote from a book or an author

rebel against some authority
relieve of or from pain
remind one of one's promise
reward a person with something
rob one of one's valuables
shudder at bloodshed
succumb to injuries
supply a person with a thing
supply a thing to a person
sympathise with a person
talk of or about some event
talk over some problem
talk to or with a person
trade with a party in some goods
venture on a perilous journey
vote for (in favour of) more freedom

(B) Prepositions that follow certain Nouns

Abhorrence of injustice
ability for or in doing something
abundance of water
access to a person or place
affection for a person
alternative to a suggestion
apology for rude behaviour
application for a post
aptitude for painting
assent to an opinion or a proposal
assurance of co-operation
authority on a subject
aversion to getting up early
bargain with a person for a thing
betrayal of a secret
candidate for a post
care for safety
certificate of physical fitness
charge of theft

compassion for a person
complaint against a person
complaint about a thing
confidence in a person
disgrace to a person
disgrace on oneself and one's family
dislike of or for loud-speakers
endurance of wrong
escape from hard work
exception to a rule
excuse for some failure
fine for an offence
fondness for something
guarantee for a person's conduct
incentive to afforestation
inclination to or for music
influence over or with a person
interview with a person
invitation to a dinner
justification of or for some deed
obedience to parents
objection to a wrong action
partiality for Coffee
passion for nature
precaution against fire
prejudice against a person
pride in learning
proficiency in debating
progress in business
regard for judgment
regret for the mistake
relevance to the topic
remedy for a disease
reputation for learning
responsibility for one's action
reverence for old customs
shame at or for failure

stain on good name
supplement to a book or a periodical
surety for a person
sympathy with or for the down-trodden
taste for good dishes
traitor to one's country
want of water
witness of or to an event

(C) Prepositions that follow certain Adjectives and Participles

absorbed in deep thoughts
accessible to public
accomplished in conversation
accountable to a person
accurate in what one says
accused of theft
accustomed to some kind of behaviour
acquainted with a person or thing
acquited of a charge
addicted to smoking
adept in painting
adjacent to a place
alarmed at the news
amazed at some extra-ordinary show or action
amused at the antics of the joker
angry at an action
angry with a person
anxious for safety
ashamed of drunkenness
aware of needs
based on reasoning
bent on doing something
blind to somebody's faults
blind of one eye
born of poor parents
(ship) bound for Ceylon
busy with one's work

careful about doing something
charged with theft
competent for needle work
condemned to death
confident of success
congratulated on success
conspicuous for bravery
contented with what one has
deficient in blood
delighted with success or victory
deprived of joys
deserving of attention or sympathy
desirous of peace
destined for medical career
displeased with a person
eligible for a post
engaged to some person
engaged in some business
equal to the occasion
essential to peace
exempted from attendance
faithful to one's master
familiar with botanical names
familiar to a person
fond of dancing
good at hockey
ill with anxiety
impatient for water
indebted to a person
intimate with a person
indebted for something
indifferent to pleasure or pain
inspired with courage
jealous of somebody's success
lame of one leg
mad with anger

mistaken for a thief
necessary to life
obedient to life
open to bribe
partial to the youngest daughter
popular with public
proud of one's learning
quick at statistics
related to a person
shocked at somebody's behaviour
skilful in preparing foreign dishes
sufficient for the purpose
welcome to a place
worthy of praise

EXERCISE 1

Insert suitable Prepositions in the blanks in the following sentences:

1. He is junior.....me.....service.
2. The soldier fought.....courage.
3. The train was passing.....a tunnel.
4. I shall come.....an hour.
5. Can we depend.....you?
6. This white car belongs.....me.
7. The ladies were surprised.....the seller's rudeness.
8. He always boasts.....his high connections.
9. What grudge do you have.....me?
10. His disease is.....cure.

EXERCISE 2

Insert suitable Prepositions in the blanks in the following sentences:

1. The waves dashed.....the shore.
2. Yesudas excels.....singing.
3. I feel very much.....your mother.
4. No country should interfere.....the internal affairs.....another country.
5. Costly furniture is made.....wood.
6. I am thankful.....you.....your kindness.

7. I have not concealed any fact.....you.
8. He yielded.....his son's request.
9. He acted contrary.....my wishes.
10. Due to his fluency.....spoken English, he gets advantage.....me.

EXERCISE 3

Insert suitable Prepositions in the blanks in the following sentences:

1. The whole village is infested.....rats.
2. It is not wise to be inimical.....a neighbour.
3. He has been charged.....theft.
4. Can you confide.....that person who has betrayed his friends many a time?
5. The accused has been exonerated.....the blame.
6. One should have freedom.....action.....his field.....work.
7. Unless one has aptitude.....one's work, it is not possible.....him to succeed.
8. He has a strong desire to return.....his country.
9. He is not eligible.....the post.
10. Keats is well known.....his love.....beauty.

EXERCISE 4

Insert suitable Prepositions in the blanks in the following sentences:

1. The Red church is adjacent.....the eye hospital.
2. The meeting has been adjourned.....a week.
3. He felt alien.....his own people.
4. I am not allured.....riches.
5. He attributed his failure.....hard marking.
6. Hunting of wild animals has been prohibited.....law.
7. The drowning child was rescued.....a boatman.
8. The bereaved mother was overwhelmed.....grief.
9. His uncle deprived him.....all he had.
10. The degree of Master of Arts was conferred.....him.

EXERCISE 5

Insert suitable prepositions in the blanks in the following passage:

1. The history.....Kashmir is very ancient. It is first mentioned.....old records as far back as 2000 B.C. The Emperor Ashoka visited

Kashmir.....245 B.C. and built many Buddhist temples there. The Moghul Emperor Jahangir loved Kashmir very much. He visited it every summer. His queen, Noor Jahan, also loved Kashmir. Many.....the beautiful gardens were built.....her orders. Those wonderful gardens remain to remind us.....Moghul days. The most famous.....they are Shalimar Gardens and the Nishat Bagh.

The famous Dal Lake is.....Srinagar. The floating gardens.....the Dal Lake are a curious sight. Life.....a house-boat.....the rivers and lakes.....Kashmir is a wonderful experience.

EXERCISE 6

Insert suitable Prepositions in the blanks in the following passage:

The characteristic features.....modern civilization are order and safety. If today I have a quarrel.....another man, I do not get beaten merely because I am physically weaker. I go.....law and the law will decide.....the two.....us. Thus.....disputes between man and man right has taken the place.....might. Moreover, the law protects me.....robbery and violence. Order and safety are not themselves civilization. But.....then civilization would be impossible. It is a great achievement.....our civilization that civilized men are practically free.....the fear.....violence.....their ordinary daily lives.

8. THE CONJUNCTION

8.1 Look at the following sentences and note the function of the italicized words:

- A
1. Rahul *and* Rahman are friends.
 2. He may be in his room *or* on the verandah.
 3. He tried very hard *but* could not succeed.
 4. He was tired, *therefore* could not continue his work.
- B
5. It is certain *that* he will come.
 6. *If* you have finished your work, you may go.
 7. He could not come *because* he was ill.
 8. They reached the station *after* the train had started.
 9. He ran very fast *so that* he might catch the train.

Let us examine them:

In sentence (1) *and* joins two words 'Rahul' and 'Rahman'. In sentence (2) *or* joins two phrases 'in his room' and 'on the verandah'.

In sentence (3) *but* joins two sentences 'He tried very hard' and '(he) could not succeed'. In sentence (4) *therefore* joins two sentences 'He was tired' and '(he) could not continue his work'.

In sentence (5) *that* joins the sentences 'it is certain' and 'he will come': 'that he will come' is a noun clause. In sentence (6) *if* joins the sentence 'you have finished your work' to 'you may go' as an adverb clause showing condition. Similarly *because* in sentence (7) *after* in sentence (8) and so *so that* in sentence (9) join sentences as adverb clauses showing reason, time and purpose respectively.

Words like these that join words, phrases, sentences (or clauses) are called **conjunctions**.

Conjunctions in sentences under A join units (words, phrases etc.) of equal rank. Such conjunctions are called **co-ordinating conjunctions**.

Sentences joined by conjunctions in sentences under B work as 'noun' or 'adverbs' and are called subordinate clauses. Conjunctions that join subordinate clauses are called **subordinating conjunctions**.

8.2 Look at the following sentences and note the use and function of co-ordinating conjunctions. Co-ordinating conjunctions are italicized. Hints and notes are given where necessary:

1. He bought a book *and* a magazine.
(*and* avoids the repetition of 'he bought' while joining 'He bought a book' and 'He bought a magazine')
2. Ram *and* Shyam are intelligent.
(*and* joins the subjects of sentences 'Ram is intelligent' and 'Shyam is intelligent')

Note : Singular subjects joined by *and* form a compound plural subject and require a plural verb.

But, if the compound subject is thought of as one unit, the verb is in the singular, as in 'Bread and butter is his chief food'.

3. Dalip *as well as* his brothers is absent.
(*as well as* means 'in addition to' and the verb agrees in number and person with the first noun.
4. He was *not only* awarded a prize, *but also* promoted to a higher post. (promoted in addition to being awarded a prize)
5. He is *both* intelligent *and* diligent.
(possesses both the qualities required for the job)
6. I have a pen *and* some paper *too*.

(I cannot write only with a pen, if there is no paper)

Note: Conjunctions like *and*, *both and*, *as well as*, *not only*..... *but also*, *too* which simply add one statement to another are called cumulative conjunctions or 'the co-ordinating conjunctions of addition.'

7. (a) Ram *or* his friend has done this. (only one of them)
(b) Ram *or* his friends have done this. (Ram has done this or his friends have done this.)

Note: *Or* does not add two units, but indicates an alternative between them. Note the agreement of the verb—the verb agrees with the unit joined by *or*.

8. You can *either* go *or* stay with me.
(you cannot do both—but the choice is free)
9. She was *neither* rich *nor* beautiful. (without either of the qualities for a decent marriage—the choice is closed)
10. Hurry up, *or/otherwise* you will be late.
(You have to hurry up to avoid being late)

Note: Conjunctions like *or, either.....or. neither.....nor otherwise*, which indicate alternatives, as in sentences (7-10) are called 'alternative conjunctions' or 'the conjunctions of choice'.

11. She ran very fast, *but* she could not catch the bus.
(the result is opposite to the desired one)
12. He is strong, *yet/still* he is a coward.
(the effect is opposite to the expected one)
13. Wise people are respected, *whereas/while* rich people are envied
(a marked difference)
14. He has been punished several times, *however* he has not given up
his bad habits. (the effect is not as expected)

Note: Conjunctions like *but, yet, still, however, whereas, while* join opposite result or effect of the fact stated in the earlier part of the sentence. In other words, they show a contrast between two statements as in sentences (11-14). Such conjunctions are called **adversative conjunctions** or the **co-ordinating conjunctions of contrast**.

15. He had worked very hard, *therefore* he stood first in the class
(the results as desired)
16. This is his last chance, *so* he is working very hard.
(He must succeed this time and he is doing what he should do)
17. He must give up drinking; *for* drinking has ruined his health.
(The fact that drinking has ruined his health supports the statement that he must give up drinking).

Note: Conjunctions *therefore* and *so* join the desired or expected result of the statement made earlier. The conjunction *for* joins a fact which proves the validity of the earlier statement.

Compare:

- (I) They are already late, *therefore* they must make haste.
- (II) They must make haste; *for* they are already late.

Conjunctions like these which join two statements in which one statement is the expected result or effect of the other one, or one statement is proved with the help of the other one are called **illative conjunctions** or 'the conjunctions of inference'.

EXERCISE 1

Fill in the blanks in the following sentences with appropriate co-ordinating conjunctions:

1. He is very poor.....he is happy.
2. Sarala.....her sister is busy in the kitchen.
3. The child is hungry,.....it is weeping.
4. Suresh.....his brother is to blame.
5. We know the value of trees,.....we are felling them unnecessarily.
6. We should..t waste our forests;.....they are the real wealth of our country.
7. He has a very large family,.....he is very unhappy.
8. I went to the 'ca-stall.....ordered a cup of tea.
9.Mohan.....his friends have made this mischief.
10. He.....came here.....did he write any letter.
11. A soldier must be.....strong.....courageous.
12. Hindus.....Muslims are brethren.
13. He has failed twice,.....he is not serious about his work.
14. He.....won a prize.....got a promotion.
15. He is very intelligent.....careless.

8.3 Look at the following sentences and note the use and function of the subordinating conjunctions. Subordinating conjunctions are italicized, and hints and notes are given where necessary.

1. He told me *that* he was ill. (*That* joins a reported statement.)
'That he was ill' is a noun clause functioning as the object to the verb 'told')
 2. He asked me *if* I was ill.
(*If* joins a reported question.)
'If I was ill' is a noun clause.
 3. (a) I know *that* he will come.
(b) I know *when* he will come.
(*That* in (a) and *when* in (b) join the noun clause 'he will come' to the principal clause 'I know' as the object to the verb 'know')
- Note: *That* is not used when a noun clause is introduced by a *Wh* word. It is incorrect to say 'I know that who will come' or 'I know that when he will come'. Similarly, *that* is not used with reported-*Wh* questions

where—*Wh* words (*who, why, when, what* etc.) join the noun clause to the principal clause. It is incorrect to say 'He asked me that where I was going'.

4. He failed *because* he did not work hard.

(the clause beginning with *because* shows the reason of the fact stated in the principal clause, 'He failed'. *As* and *since* also introduce subordinate clauses of reason.

Note: Sometimes the subordinate clauses of reason are mixed up with the co-ordinate clauses of inference. We can combine 'He was tired' and 'He could not attend the meeting' either with the subordinating conjunction *as*. 'As he was tired, he could not attend the meeting' or with the co-ordinating conjunction *therefore*. 'He was tired, therefore he could not attend the meeting' but it is incorrect to say 'As he was tired, therefore he could not attend the meeting.'

5. He is *so* weak *that* he cannot walk.

(the subordinate clause beginning with *that* shows the effect of the fact stated in the principal clause.

Note: The usual construction in the subordinate clauses of effect is *so+adj+that* eg. So easy that, so strong that, so hot that.

6. (a) He is working hard *that/so that/in order that* he may succeed.

(b) He is working hard *lest* he should fail. (These conjunctions introduce subordinate clauses of purpose.)

Note : *Lest* has a negative meaning — 'so that...not'. It is incorrect to say: 'walk carefully *lest* you do not fall.'

7. *Though* he worked very hard, he failed.

(The subordinate clause beginning with *though* shows a contrast between the facts stated in the two clauses.)

Note: We have seen above [8.2 (11-14)] that two statements with a contrast can also be joined with the co-ordinating conjunctions of contrast (*but, however* etc.)

We can combine 'He worked very hard' and 'He failed', either with the subordinating conjunction *though* 'Though he worked very hard, he failed' or with the co-ordinating conjunction *but* 'He worked very hard but he failed'. It is incorrect to say 'Though he worked very hard, but he failed'.

failed'.

We can say 'Though he wanted to succeed, yet he did not work hard'; but here *yet* loses the force of a co-ordinating conjunction.

8. (a) She is as beautiful *as* her sister.
(b) She is more beautiful *than* her sister.
(*as* and *than* join subordinate clauses of comparison.)

Note: 1. Generally the predicate part in the subordinate clause is omitted. Sentence (a) meant 'She is as beautiful as her sister is beautiful' and sentence (b) means 'She is more beautiful than her sister is beautiful'.

Note: 2-In 'He is taller than me' *than* is treated as a preposition.

Note: 3-'Harish loves you more than me' means 'Harish loves you more than he loves me' whereas 'Harish loves you more than I' means 'Harish loves you more than I love you'.

9. (a) I was only a boy *when* India became free in 1947.
(b) We had reached the station *before* the train arrived.
(c) We reached the station *after* the train had arrived.
(d) I will stay here *till* he comes.
(e) Let us wait *until* the matter is finally decided.
(f) *While* attempting to score a goal, he knocked down the goal-keeper. (point of time)
(g) *While* there is life there is hope-(duration of time)
(h) India has made considerable progress *since* she attained independence.
(i) India can not attain economic freedom *as long as* her population goes on increasing.
(j) *As soon as* the result is out, the examinees rush to the newspaper stalls.
(k) *No sooner* did the thief see my dog, than he took to his heels.

(These conjunctions join subordinate clauses of time)

Note: (i) Mark the use of Past Perfect tense in sentence (b) and (c). It shows precedence of one action over the other in the past. (ii) *No sooner* can be used in place of *as soon as*, but the construction of the sentence needs attention. Notice that the auxiliary *did* has been used before the subject 'thief' the verb taking the base form. Also notice the use of the connective *than*.

10. Use of *as if* and *as though* as subordinate conjunctions

(a) He lay down on the ground *as if* dead.

(b) He lay down on the ground *as though* he were dead.

Note: (a) Mark the difference in the use of *as if* and *as though*. After *as though* full clause 'he were dead', is given.

(b) The sentence 'He lay down on the ground as he would lie down if he were dead', has been condensed as above.

11. Use of *hardly*, *scarcely*

(a) Our freedom had hardly grown old enough, *when* our country was subjected to foreign invasion.

(b) Scarcely had I slept *when* I felt the tremors of an earthquake and had to rush out of the house.

(c) The examination had scarcely started *when* the flying squad came up and started searching the examinees.

Note: *When* is used after *hardly*, *scarcely*.

12. (a) He will succeed, *if/in case/provided* he works hard.

Note: If the conditional clause is with present time, the principal clause shall be in the future tense.

(b) *If* I were rich, I would buy a car.

(c) *If* you had helped me, I would have succeeded in getting a job.

Note: Mark the form of the verbs of the Principal clauses in sentences 'b' and 'c'.

(d) He will not come, *unless* you invite him.

(These conjunctions join subordinate clauses of condition)

Note: *Unless* means 'if not' and does not take a negative statement after it. It is incorrect to say 'He will fall ill, unless he does not take complete rest.'

It is also incorrect to say 'Wait here until he does not come'

EXERCISE 2

Fill in the blanks in the following sentences with appropriate subordinating conjunctions :

1. He reached.....the meeting had ended.

2. He will not come.....you have offended him.

3. He tried for a long time.....he got success.

4. You cannot catch the bus.....you run fast.
5. This book is more interesting.....that.
6. He took medicine.....he might get well.
7. It is so hot.....we cannot sit outside.
8.he made haste, he was late for school.
9.he entered the picture-hall, the show started.
10. I know.....he will come.
11. Ram asked Sita.....she loved him.
12. I told him.....I would be late.
13.you are not feeling well, you can stay here.
14. The crops will be spoiled.....it rains within a week.
15. Wait here.....I come back.

EXERCISE 3

Complete the following sentences :

1. I went to the book-shop and..... .
2. You cannot prosper unless..... .
3. As it was raining..... .
4. If you don't like tea..... .
5. He must come in time, otherwise..... .
6. I don't know if..... .
7. You can go if..... .
8. It was very hot, therefore..... .
9. I wrote to him that..... .
10. We must love everyone; for..... .
11. Don't go out in the sun lest..... .
12. Though he is very rich..... .
13. Kiran as well as her friends..... .
14. You must work hard or..... .
15. Either Mohan or his brother..... .

0 241 293 01

Complete the following sentence:

I went to the bank today and

[illegible]

.....

.....

THE FIRST BOOK IN THE SERIES

1950

He must love himself, his family,

1990

... ..

1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

PART-II
THE TRANSFORMATION
AND
SYNTHESIS OF SENTENCES,
NARRATION, IDIOMATIC PHRASES
AND
FIGURES OF SPEECH

PART II
THE TRANSFORMATION
AND
SYNTHESIS OF SENTENCES
NARRATION, IDIOMATIC PHRASES
AND
FIGURES OF SPEECH

9. THE TRANSFORMATION OF SENTENCES

9.1 Look at the following :

"There is a box in my room. I want to remove it. I try to lift it. It is very heavy. I cannot lift it"

The above idea can be expressed in the following ways :

- (i) The box is too heavy for me to lift.
- (ii) The box is so heavy that I cannot lift it.

These two sentences are similar in meaning as they describe the same idea, but they are different in form.

Let us examine them to see the difference in their form :

Sentence (i) has only one finite verb *is* (*to lift* is an infinitive). So it is a simple sentence. But sentence (ii) has more than one finite verb — *is* and *lift*. It contains a principal clause and a subordinate clause. So it is a complex sentence.

Sentence (i) does not contain any word of negation *no* or *not*, so it is an affirmative sentence. But sentence (ii) contains *not* in the phrase *cannot lift* : so it is a negative sentence.

Sentence (i) contains the adverb *too* (in a higher degree than required); but the sentence (ii) is without *too*.

Such changes in the grammatical form of sentences without changing their meaning, are called 'transformations'. The transformation of a sentence therefore, means changing it from one grammatical form into another without changing its meaning.

9.2 Look at the following :

- (i) He *succeeded* in his attempt.
- (ii) He got *success* in his attempt.
- (iii) He was *successful* in his attempt.

Let us examine them :

Succeeded in sentence (i) is a verb, it is the finite verb of the sentence. *Success* in sentence (ii) is a noun; it is the object to the verb *got*. *Successful* is an adjective; it is used as the complement of the verb *was*. One part of speech has been substituted for another without altering the meaning.

Note that to substitute one part of speech for another makes some other changes necessary. When *succeeded*, the finite verb of the sentence, is interchanged with *success*, we have to introduce the verb *got* in order to use the noun as its object; and when it is used as an adjective *successful*, we have to introduce the linking verb *was* to use the adjective as its complement.

EXERCISE 1

Transform the following sentences by replacing the italicized words with their forms (parts of speech) indicated in brackets :

Example:

He did not *intend* to harm you. (Adverb)

He did not harm you *intentionally*.

1. I could not attend the meeting because I was *ill*. (Noun)
2. We should give *help* to the needy. (Verb)
3. The Indian culture *differs* from the Western culture. (Adjective)
4. Glassware must be handled with *care*. (Adverb)
5. It was *fortunate* that he was not injured. (Adverb)
6. I *believe* that he will come. (Noun)
7. The problem can be *easily* solved. (Adjective)
8. His actions are a *proof* of his kindness. (Verb)
9. He confessed his *guilt*. (Adjective)
10. We had our *lunch* at 12.30. (Verb)

9.3 Look at the following :

- (i) Calcutta is *the biggest* city in India.
- (ii) Calcutta is *bigger than* any other city in India.
- (iii) No other city in India is *so big as* Calcutta.

Let us examine them :

In sentence (i), comparison is shown in the superlative degree. In sentence (ii), the form *bigger* shows comparison in the comparative degree; and in sentence (iii), the adjective *big* is in the positive degree. There is a change in the degree of comparison but there is no change in meaning.

Positive — No other N be so adj as S

Comparative — S be adj + er than any other N

Superlative — S be the adj + est N

(adj—big, adj + er—bigger, adj + est biggest)

Note : (I) *One of the biggest* does not mean the same as *the biggest*.

Compare the changes in the following examples with the changes in the examples given above.

(i) Calcutta is *one of the biggest cities* in the world.

(ii) Calcutta is *bigger than most other cities* in the world.

(iii) *Very few cities* in the world are as big as Calcutta.

Superlative — the biggest city....one of the biggest cities.

Comparative — bigger than any other city ...bigger than most other cities.

Positive — No other city is so big as....very few cities are as big as.

Note: (II) There can be no superlative degree if the comparison is only between two objects or things.

Ram is taller than Gopal.

Gopal is not so tall as Ram.

Comparative — S be adj + er than N

Positive — N be not so adj as S

EXERCISE 2

Transform the following sentences by changing the degree of comparison as indicated in brackets :

Example : Gopal is the tallest boy in the class. (*positive*)

No other boy in the class is so tall as Gopal.

1. No other building of the world is so grand as the Taj Mahal. (*comparative*)
2. Gold is the most valuable metal. (*positive*)
3. Iron is more useful than any other metal. (*superlative*)
4. The elder sister is not so clever as the younger one. (*comparative*)
5. Tulsidas was one of the greatest poets. (*positive*)
6. Mahatma Gandhi was greater than any other leader of the world. (*superlative*)
7. Very few games are so popular as cricket. (*superlative*)

8. Ganesh is stronger than Suresh. (*positive*)

9. India is the largest democracy in the world. (*comparative*)

10. Chandigarh is one of the most beautiful cities in India. (*positive*)

9.4 Look at the following :

(i) Great men *do* great things.

(ii) Great things *are done* by great men.

Let us examine them :

In sentence (i) the Verb *do* is in the active voice, and its object *great things* is placed after it. In sentence (ii) *great things*, the object of the verb *do*, is used before the verb and the verb is used in the passive voice *are done*. There is change in the voice of the verb.

Active — S V O

Passive — O

(in the nominative case) be+V en by S (in objective case)

(Ven ‡ the past participle form of the verb)

EXERCISE 3

Change the voice of the verb in the following sentences :

(a) Active — Did you see him yesterday?

You saw him yesterday.

Passive — He was seen by you yesterday.

Was he seen by you yesterday?

(b) Active — I did not see him.

I saw him.

Passive — He was seen by me.

He was not seen by me.

(c) Passive — A map was being drawn by him.

Active — He was drawing a map.

1. He was made class-monitor.

2. Every one dislikes bad boys.

3. The pot was not broken by the servant.

4. I found him sleeping.

5. One thousand trees were planted in our college last year.

6. We were charmed by the beauty of the scene.

7. Where did you see him?
8. He has finished his work.
9. Why was he punished by the teacher?
10. We did not expect such behaviour of him.

9.5 Look at the following :

- (i) He is *too weak* to work.
- (ii) He is *so weak that* he cannot work.

Let us examine them :

Sentence (i) contains the adverb *too* to modify the adjective *weak*. In sentence (ii) the adverb *too* has been removed and the form of the sentence has changed as discussed under 1.

with *too* — S be too adj to V.

without *too* — S be so adj that S cannot V

EXERCISE 4

(A) Rewrite the following sentences without the adverb *too*:

Example : The lesson is too difficult to understand.

The lesson is so difficult that one cannot understand it.

1. He is too proud to accept any help.
2. The problem of population is too serious to be overlooked.
3. He was too frightened to speak.
4. The news is too good to be true.
5. The tea is too hot for me to drink.
6. It is too cold to go out.
7. He is too eager for praise. (too-beyond the proper limit)
8. The knife is too blunt to sharpen the pencil with.
9. He is too ill to do anything.
10. He is too kind-hearted to be a successful administrator.

(B) Rewrite the following sentences using the adverb *too* :

Example : He is so busy that he cannot come.

He is too busy to come.

1. Gopal is so fat that he cannot sit.
2. He speaks so fast that we cannot follow him.
3. The book is so costly that I cannot buy it.

4. One is never so old that one cannot learn.
5. Trees are so valuable that we should not fell them unnecessarily.
6. The crowd was so large that the police could not control it.
7. She was so shy that she did not speak a word.
8. The book was so interesting that I could not put it aside without finishing it.
9. The class is noisy beyond the proper limit.
10. The room is so dirty that we cannot sit in it.

9.6 Look at the following :

- (a) (i) We should love our country.
(ii) Should we not love our country?
- (b) (i) A dishonest man is not respected.
(ii) Is a dishonest man respected?

Let us examine them :

Sentence (i) under (a) is assertive—it makes a statement sentences (ii) is interrogative—it makes a question. The statement made in sentence (i) is affirmative but the question asked in sentence (ii) is negative. The affirmative statement in (i) and the negative question in (ii) mean the same thing.

Sentence (i) under (b) is a negative statement. Sentence (ii) under (b) is an affirmative question. The negative statement in (i) and the affirmative question in (ii) also mean the same thing.

Affirmative statement — Negative question

Negative statement — Affirmative question

EXERCISE 5

(A) Transform the following assertive sentence into interrogative ones:

Example: You cannot love a sinner.

Can you love a sinner?

1. Everybody loves his motherland.
2. A wise man is honoured everywhere.
3. Drinking is bad for health.
4. No one would like to be called a fool.
5. Money does not grow on trees.
6. There can be no success without hard work.

7. Joys and sorrows go together.
8. Even ants can teach us a lesson.
9. Any one will grow wise through experience.
10. Sweet music pleases everyone.

(B) Transform the following interrogative sentences into assertive ones :

Example : Who would like to be a slave?

Nobody would like to be a slave.

1. Who has not heard the name of Mahatma Gandhi?
2. Why should we lament any loss?
3. Do the brave not deserve honour?
4. Can there be smoke without fire?
5. Was Rustom not a great warrior?
6. Who has seen the wind?
7. When will a wicked man prosper?
8. Does the earth not move round the sun?
9. Is honesty not the best policy?
10. Are books not our best friend?

9.7 Look at the following :

- (a) (i) Bombay is a big city.
- (ii) Bombay is not a small city.
- (b) (i) We must help the needy.
- (ii) We must not fail to help the needy.

Let us examine them :

(a-i) and (b-i) are affirmative sentences and (a-ii) and (b-ii) are negative ones. The affirmative sentence under (a) is changed into a negative sentence by using *not* between the linking verb and the complement. Note that the adjective *big* with the noun *city* has been replaced with its antonym *small* in order to keep the meaning same.

The affirmative sentence under (b) is changed into a negative sentence by using *not* between the auxiliary *must* and the verb *fail*. The main verb *help* of the affirmative sentence has been used in its infinitive form *to help* (words with *no* like *nothing*, *nobody*, *none*, *nowhere*, *never* (at no time) etc. also make a sentence negative)

EXERCISE 6

(A) Transform the following sentences from affirmative to negative:

Example : He came in time.

He did not come late.

1. Great men make a sacrifice when necessary.
2. Karim is taller than Sohan.
3. Gopal is very careful about his studies.
4. As soon as we came out, it started raining.
5. Can you touch the sky?
6. Only good boys are successful.
7. He helped me in my need.
8. Fortune favours the brave.
9. False friends will come to you only when you have money.
10. She proved to be a faithful wife.

(B) Transform the following sentences from negative to affirmative:

Example : He did not fail to attend the meeting.

He attended the meeting.

1. This house is not bad.
2. The light is so dim that we cannot read.
3. He did not fail to complete his work in time.
4. Nothing but a miracle can save him.
5. We should not hate the poor.
6. No sooner did he see me than he ran away.
7. We should not be dishonest.
8. Sita is not so beautiful as Sarla.
9. It is not a difficult job for you
10. Their glory can never fade.

9.8 Look at the following :

(a) (i) What a fine morning!

(ii) The morning is very fine.

(b) (i) Alas! he died very young.

(ii) It is very sad that he died very young.

Let us examine them :

Sentence (i) under (a) does not have any regular sentence pattern like

subject + verb + It begins with a *Wh*-word but it is not a question. It is an exclamatory sentence. Sentence (ii) under (a) has a regular sentence pattern — subject + linking verb + adjective complement. It is an assertive sentence. Both the sentences express the same meaning.

Sentence (i) under (b) is also an exclamatory sentence because it begins with an interjection. The interjection *alas* expresses the strong feeling of sadness. Sentence (ii) under (b) is an assertive sentence; and the feeling of sadness is expressed with. *It is very sad that.....*

(An exclamatory sentence begins either with *what*, *how* or with an interjection, and expresses some strong feeling)

EXERCISE 7

(A) Transform the following exclamatory sentences into assertive ones :

Examples :

(i) Hurrah! we have won the match.

It is very joyful that we have won the match.

(ii) O, that I were a child again!

I wish that I were a child again.

(iii) How beautiful!

It is very beautiful.

1. What a shameful behaviour!

2. How very kind of you!

3. Alas! he is utterly ruined.

4. How foolish I have been!

5. Would that I had got success! (would = I wish)

6. What a sad news!

7. Hurrah! my brother has won the first prize.

8. O, that I were a bird!

9. What a good idea!

10. How strange that he succeeded without working hard!

(B) Transform the following assertive sentences into exclamatory ones :

Examples: (i) She is very beautiful.

How beautiful she is!

(ii) I wish that I could get a glimpse of my motherland.

O, far a glimpse of my motherland!

(iii) You have done very well.

Bravo! well done!

1. It was a very cold night.
2. It is very sad that he failed.
3. The scene was very horrible.
4. I wish for a glass of water.
5. The weather is very fine.
6. His action is very cruel.
7. I wish I had not left home.
8. It is very strange that he lives in Agra and has not seen the Taj.
9. It is very unkind remark.
10. He is a very successful man.

9.9 Look at the following :

- (i) He could not come to school because of illness.
- (ii) He could not come to school because he was ill.
- (iii) He was ill, therefore he could not come to school.

Let us examine them:

In sentence (i) there is only one finite verb *come*. It is a simple sentence. In sentence (ii) the prepositional phrase *because of illness* of sentence (i) has been expanded into a subordinate clause *because he was ill*. It is a complex sentence. (See section 3 under the chapter on the **synthesis of sentences**). In sentence (iii) the prepositional phrase of sentence (i) *because of illness* has been expanded into an independent sentence. *He was ill* and the remaining part of the sentence *he could not come to school* has been combined with it by the conjunction, *therefore*. It is a compound sentence. (See section 4 under the chapter on the **synthesis of sentences**).

Note: (a) Some part of a simple sentence (a phrase or a word) can be expanded into a noun clause, adjective clause or an adverb clause, to change the simple sentence into a complex sentence.

Study the following examples :

(i) **Simple** — I know *his birth place*.

Complex — I know *where he was born*.

(Noun clause used as the object to the verb know)

- (ii) **Simple** — The girl *with a basket* is Razia.
Complex — The girl *who has a basket* is Razia.
 (Adjective clause qualifying *the girl*.)
- (iii) **Simple** — You cannot succeed *without hard work*.
Complex — You cannot succeed *unless you work hard*.
 (Adverb clause showing condition).

(b) Some part of a **simple sentence** can be expanded into a **co-ordinate clause** to change the **simple sentence** into a **compound sentence**. Study the following examples and note the italicized *co-ordinate clauses*:

- (i) **Simple** — I went to Agra *to see the Taj*.
Compound — I went to Agra *and I saw the Taj*.
- (ii) **Simple** — In spite of walking very fast he was late.
Compound — He walked very fast, *yet he was late*.
- (iii) **Simple** — He walked very fast *in order to catch the train*.
Complex — He had to catch the train, *so he walked very fast*.
- (iv) **Simple** — Walk carefully *to avoid falling*.
Compound — Walk carefully *otherwise you will fall*.

(c) One of the finite verbs in a complex or compound sentence has either to be dropped or changed into a non-finite form to change a complex or compound sentence into a simple sentence:

Study the following examples:

- (i) **Complex** — I saw a boy *who was tall*.
Simple — I saw a tall boy.
- (ii) **Complex** — *Though he was poor*, he was happy.
Simple — In spite of being poor, he was happy.
- (iii) **Compound** — He *was nervous*, therefore he could not speak.
Simple — He could not speak because of nervousness.
- (iv) **Compound** — He opened the door, and entered the room.
Simple — Opening the door, he entered the room.

EXERCISE 8

Rewrite the following sentences as simple, complex or compound as indicated in brackets :

Examples :

(i) He could not work hard because he was ill. (Simple)

He could not work hard because of illness.

(ii) His success is certain. (Complex)

It is certain that he will get success.

(iii) If you do not work hard, you will fail. (Compound)

You should work hard or you will fail.

1. He works hard, and therefore, he is prosperous (Complex)
2. The sun rose and we went out. (Simple)
3. Hearing the noise, every one came out. (Compound)
4. He can never succeed because he is lazy. (Compound)
5. He told me a story which was very interesting. (Simple)
6. In spite of being rich he is not happy. (Complex)
7. Everyone loves him for his simple nature. (Compound)
8. Ramdin is unhappy because he has a very large family. (Compound)
9. He lived an extravagant life and soon became poor. (Complex)
10. The child lost his toy and began to cry. (Simple)
11. He is too tired to play. (Complex)
12. You must admit your mistake. (Complex)
13. If you don't mend your ways, you will have to repent. (Compound)
14. It seems that he is an intelligent man. (Simple)
15. He worked so hard that he was very tired. (Compound)

10. THE SYNTHESIS OF SENTENCES

10.1 Look at the following :

(A) Delhi is a big city. It is the capital of India. Do you want to see the people of India? Then you must go to Delhi. People have come from different parts of India. They have settled in Delhi.

(B) Delhi, the capital of India, is a big city. If you want to see the people of India, you must go to Delhi. People have come from different parts of India and have settled in Delhi.

Let us examine them :

In A there are six sentences. Each of them is a simple sentence. (A simple sentence has only one finite verb.) In B there are three sentences. The first sentence is a simple sentence as it has only one finite verb. The second sentence is a complex sentence (A complex sentence has at least two finite verbs. One in the principal clause and one in the subordinate clause). The third sentence is a compound sentence. (A compound sentence has also at least two finite verbs, one in the main clause and one in the co-ordinate clause).

The first two sentences of A

Delhi is a big city.

It is the capital of India.

have been combined into one simple sentence in B :

Delhi, the capital of India, is a big city.

The next two sentences of A

Do you want to see the people of India?

Then, you must go to Delhi.

have been combined in B into one complex sentence:

If you want to see the people of India, you must go to Delhi.

The last two sentences of A

People have come from different parts of India.

They have settled in Delhi.

have been combined in B into a compound sentence:

People have come from different parts of India and have settled in Delhi.

Synthesis means combining two or more simple sentences into one

simple, complex or compound sentence.

Note: that we can combine only those simple sentences which are related in meaning:

Tulsidas was a great poet.

He wrote the Ram Charit Manas.

Both the sentences say something about Tulsidas. *He* in the second sentence refers back to Tulsidas in the first sentence. We can combine these two sentences as follows:

Tulsidas, who was a great poet, wrote the Ram Charit Manas.

But we cannot combine the following sentences into one sentence:

Tulsidas was a great poet.

Delhi is a big city.

because they are not related in meaning.

10.2.1 Look at the following:

- (i) I saw a man.

He was tall.

I saw a tall man.

- (ii) There is a book on the table.

It is the Ramayana.

The book on the table is the Ramayana.

- (iii) India is a great country.

There is no doubt about it.

India is undoubtedly a great country.

- (iv) Rana Pratap was a brave warrior.

He was the king of Mewar.

Rana Pratap, the king of Mewar, was a brave warrior.

Let us examine them:

There are four pairs of simple sentences. Each pair has been combined into one simple sentence. The two simple sentences of each pair have two finite verbs. To combine them into one simple sentence means that we can retain only one finite verb.

In sentences under (i)

The subject of the second sentence *he* is dropped because it refers to

the object *man* in the first sentence. The linking verb *was* is also dropped along with the subject. The adjective complement *tall* is used attributively with *a man* in the other sentence.

Some more examples :

- (a) I am reading a book.
It is interesting.
I am reading an interesting book.
- (b) India is a country.
It is great.
India is a great country.
- (c) Indira Gandhi was a leader.
She was famous.
Indira Gandhi was a famous leader.
- In sentences under (ii)

The subject *it* of the second sentence has been replaced by the book on the table of the first sentence. The introductory, *there* and the linking verb *is* of the first sentence have been dropped.

Some more examples :

- (a) There is a pen in my hand.
It is green.
The pen in my hand is green.
- (b) There is a boy in the room.
He is my friend.
The boy in the room is my friend.

In sentences under (iii)

The phrase *no doubt* of the second sentence has been changed into the adverbial *undoubtedly* and used in the first sentence. The introductory *there* and the linking verb *is* of the second sentence have been dropped.

Some more examples :

- (a) Mahatma Gandhi was a great leader.
It is certain.
Mahatma Gandhi was certainly a great leader.
- (b) He escaped the accident.

It was fortunate.

He fortunately escaped the accident.

In sentences under (iv)

The subject *he* and the linking verb *was* of the second sentence have been dropped. The complement *the king of Mewar* has been used in apposition to the subject *Rana Pratap* in the first sentence.

Some more examples .

(a) Shakespeare wrote the Merchant of Venice.

He was a great dramatist.

Shakespeare, a great dramatist, wrote The Merchant of Venice.

(b) Tulsidas wrote the Ram Charit Manas.

It is a great epic.

Tulsidas wrote the Ram Charit Manas, a great epic.

Note that in all the above examples (in 2-1) the linking verb in one of the sentences in each pair has been dropped and the complement has been adjusted in the other sentence.

EXERCISE 1

Combine the simple sentences in each of the following sets into one simple sentence:

1. Some books are good. They are our best companions.
2. Aswapati was the king of Madra. He had a daughter. She was very beautiful.
3. This is a grammar book. I am reading it.
4. Great people serve their country. Their service is selfless.
5. A tiger was hungry. He killed a bullock. The bullock was hefty.
6. I have a ten-rupee note. It is in my pocket.
7. He was ruined by gambling. His ruin was complete.
8. Milton died in 1664. He was the author of the Paradise Lost.
9. Small families are happy. This is certain.
10. I saw a snake. It was under a tree.

10.2.2 Look at the following:

- (i) He saw a tiger.
He ran away.

Seeing a tiger, he ran away.

- (ii) The police arrived.

The mob dispersed.

The police having arrived, the mob dispersed.

- (iii) He worked hard.

He failed.

In spite of working hard, he failed.

- (iv) I have bought a book

I shall read it.

I have bought a book to read.

Let us examine them:

There are four pairs of simple sentences. Each pair has been combined into one simple sentence. Let us remember that we can have only one finite verb in a simple sentence.

In sentences under (i)

The subject *he* has been dropped as it is repeated in the other sentence. The verb *saw* has been used in its non-finite (participle) form, *seeing*.

Some more examples:

- (a) He drew his sword.

He attacked his enemy.

Drawing his sword, he attacked his enemy.

- (b) He finished his work.

He went home.

Having finished his work, he went home.

In sentences under (ii)

The subject *the police* is not dropped as the subject of the other sentence is different, but the verb *arrived* is used in non-finite form (absolute phrase).

Some more examples:

- (a) It was a holiday.

We did not go to school.

It being a holiday, we did not go to school.

- (b) The teacher entered the class.

All the boys stood up.

The teacher having entered the class, all the boys stood up.

In sentences under (iii)

The finite verb *will read* of the second sentence, has been changed into its non-finite form (infinitive) *to read*.

Some more examples:

- (a) He will go.

He wants this.

He wants to go.

- (b) The servant was a thief.

The master found this.

The master found the servant to be a thief.

In sentences under (iv)

The prepositional phrase *in spite of* has been introduced to show contrast expressed in sentences one and two. The finite verb *worked* has been changed into its non-finite (gerund) form *working* and placed after the prepositional phrase.

Some more examples:

- (a) India became free in 1947.

She has been making rapid progress after that.

India has been making rapid progress after becoming free in 1947.

- (b) He saw his friend.

He was much pleased.

On seeing his friend, he was much pleased.

Note that in all the above examples (in 2-2) the finite verb of one of the sentences in each pair has been changed into its non-finite form—participle, gerund or infinitive.

(see non-finite verbs under the chapter: Verbs)

EXERCISE 2

Combine the simple sentences in each of the following sets into one simple sentence:

1. Some people smoke. This is injurious to health.
2. He wrote a letter. He posted it.
3. The strike was called off. Every one returned to work.
4. The train was late. We could not reach office in time.
5. He has two sons. He has to educate them.
6. He wants to stand first in the class. He is working very hard.
7. He opened the window. He looked out.
8. Gopal worked very hard. He ruined his health.
9. I saw a girl. She was carrying a basket.
10. We reached the hill top. We saw a beautiful sight.

10.3 Look at the following:

- (i) Honesty is the best policy.
We must know this.
We must know that honesty is the best policy.
- (ii) Some people die for some noble cause.
They are honoured by everyone.
People who die for some noble cause are honoured by everyone.
- (iii) He reached his office.
It was raining then.
It was raining when he reached his office.

Let us examine them:

- (i) We must know.....
Know. What?that honesty is the best policy.

It is a clause because it has its own subject *honesty* and the finite verb *is*. It functions as the object to the verb *know* of the principal clause-*We must know*. It is joined to the principal clause by the subordinating conjunction *that*. It is a subordinate noun clause, and the sentence *We must know that honesty is the best policy* is a complex sentence.

Some more examples:

- (Note how the italicized clauses perform the functions of a noun

- (a) He will come.

It is certain.

That he will come is certain. (subject to the verb *is*)

- (b) He needed something.

I gave it to him.
 I gave him *what he needed*.
 (object to the verb *gave*)

(c) He is saying something.
 You should not believe in it.
 You should not believe in *what he is saying*.
 (object to the preposition *in*)

(d) He was killed in an accident.
 This news is not correct.
 The news *that he was killed in an accident* is not correct.
 (case in apposition with the noun *news*)

(e) He will not come in time.
 That is the problem.
 The problem is *that he will not come in time*.
 (complement of the verb *is*)

(ii) They (people) are honoured by everyone. Which people?.....who die for some noble cause.

This clause (with its subject *who* and its finite verb *die*) qualifies the noun *people* which is the subject of the principal clause. It is a subordinate adjective clause joined to the principal clause-*People are honoured by everyone*, by the relative pronoun *who*. (An adjective clause is joined to the principal clause by a relative adverb too.) *People who die for a noble cause are honoured by every one*, is a complex sentence.

Some more examples:

(Note the joining words and the position of the adjective clause)

(a) He planted a tree.
 It is growing. (It=the tree)
 The tree *which he planted* is growing.

(b) You beat a boy.
 I know him. (him=the boy)
 I know the boy *whom you beat*.

(c) The boy is my friend.
 You borrowed his book.
 The boy *whose book you borrowed* is my friend.

- (d) This is a house.

He was born here. (here=in this house)

This is the house *where he was born*.

(who, which, whose - relative pronouns,
Where-relative adverb).

(Adjective clauses are placed immediately after the nouns which they qualify)

- (iii) It was raining then.

When? When he reached his office.

This clause functions as an adverb denoting time. It is a subordinate adverb clause, joined to the principal clause by relative adverb *when*. It was raining when he reached his office is a complex sentence.

Some more examples:

Note the joining words and also note the function of the italicized subordinate adverb clauses shown in brackets.

- (a) He was ill.

He could not come to school.

He could not come to school *because he was ill*. (denoting reason)

- (b) Do you want to catch the train?

Then make haste.

Make haste *if you want to catch the train*. (denoting condition)

- (c) He is working very hard.

He wants to stand first.

He is working very hard, *so that he may stand first*. (denoting purpose)

- (d) He worked very hard.

He failed.

Although he worked very hard, he failed. (denoting contrast)

- (e) He likes to go.

He may go anywhere.

He may go *wherever he likes*. (denoting place)

EXERCISE 3

Combine the simple sentences in each of the following sets into a complex sentence.

1. Will he come? I do not know.
2. You must rise early. You will improve your health.
3. My friend is a lawyer. He has a dog. It barks at night.
4. We must love the poor. Gandhiji taught us so.
5. Some boys are bad. They are disliked by everyone.
6. She wants to become a famous lady. She is devoting her time to social work.
7. You saw me with a man. He is my friend.
8. He says something. We cannot rely on it.
9. Our cricket team won the match. This news pleased everyone.
10. He was taken seriously ill. He could not complete his work.

10.4 Look at the following:

- (i) We invited him to the party.
He came.
We invited him to the party and he came.
- (ii) We invited him to the party.
He did not come.
We invited him to the party but he did not come.
- (iii) He was very busy.
He could not come.
He was very busy, therefore he could not come.
- (iv) Come to the party in time.
You will miss the pleasure.
Come to the party in time or you will miss the pleasure.

Let us examine them:

- (i) *We invited him to the party* and *He came (to the party)* are two independent statements, which have been combined into one sentence by the co-ordinating conjunction *and*.

We invited him to the party and he came is a compound sentence.

Some more examples:

(Note the co-ordinating conjunctions)

- (a) He got a first division.
He got a distinction in two subjects.
He got 'both' a first division 'and' a distinction in two subjects.

- b) He plays cricket.
He makes money.
He plays cricket **'and'** makes money **'too'**.
- c) The robber robbed the passenger.
He wounded him.
The robber **'not only'** robbed the passenger, **'but also'** wounded him.
- d) She was singing.
She was dancing.
She was singing **'as well as'** dancing.

- e) We invited him.....
Did he come? No, he did not come. These two statements are combined into a sentence by the co-ordinating conjunction of contrast *but*. We invited him to the party, but he did not come is a compound sentence.

Some more examples:

(Note the co-ordinating conjunctions of contrast)

- a) He is very poor.
He is happy.
He is very poor, **still** he is happy.
- b) He did not work at all.
He succeeded.
He did not work at all **'nevertheless'** he succeeded.
- c) He is dishonest.
His brother is honest.
He is dishonest **'whereas'** his brother is honest.
- d) Anil is rich.
His brother is poor.
Anil is rich **'while'** his brother is poor.
- e) He was very busy.....
What was the result?.....he could not come.
The cause and its result are combined into a sentence by the co-ordinating conjunction of inference *therefore*. He was very busy, therefore he could not come is a compound sentence.
- Some more examples:**

- (a) Mahatma Gandhi became immortal in his death.
Great men never die.
Mahatma Gandhi became immortal in his death; 'for' great men never die.
- (b) We have to catch the train.
We must make haste.
We have to catch the train, so we must make haste.

(iv) *Come in time* and *miss the pleasure* are two alternatives. We choose one of them. These two statements are combined into one sentence by the co-ordinating conjunction of choice *or*. *Come to the party in time or you will miss the pleasure* is a compound sentence.

Some more examples:

- (a) Work hard.
You may fail.
Work hard, 'otherwise' you may fail.
- (b) You can go.
You can stay with me.
You can 'either' go or stay with me.
- (c) He did not come to see us.
He did not write a letter.
He 'neither' came to see us 'nor' did he write a letter.

EXERCISE 4

Combine the simple sentences in each of the following sets into a compound sentence:

- The sun rose. It filled the sky with light.
- Good boys work. Bad boys make mischiefs.
- He does not know anything. He pretends ignorance.
- Forests check soil erosion. They also give us timber.
- We must love one another. We all are children of one God.
- The brave face the challenges. Cowards flee.
- He was ill. He could not go to the office.
- Mosquitoes spread malaria. We must destroy them.
- He must work regularly. He must leave the job.
- He was injured in an accident. He went to hospital. The doctor was not available.

W.5 Look at the following:

- (i) I saw a man. He was blind. He was carrying a lamp in his hand. He was carrying a pitcher on his shoulder.
I saw a blind man, carrying a lamp in his hand and a pitcher on his shoulder.
- (ii) He is angry with me. He will not help me. I know this.
I know that he will not help me because he is angry with me.
- (iii) Rahim is intelligent. He is careless. His success is doubtful.
Rahim is intelligent but careless, and therefore his success is doubtful.

Let us examine them:

There are three sets of simple sentences. These are four simple sentences in set (i), three in set (ii) and three in set (iii) all the simple sentences of set (i) have been combined into one simple sentence, of set (ii) into one complex sentence, and of set (iii) into one compound sentence.

Any number of related simple sentences can be combined into a simple, complex or compound sentence, using methods discussed earlier in this chapter.

EXERCISE 5

Combine the simple sentences in each of the following sets into a simple, complex or compound sentence.:

1. Every one respects Mr. Shukla. He is a teacher. He loves his students.
2. Last year I went to Agra. I went there by bus. I saw the Taj. I saw other historical buildings.
3. He is ill. He is unable to work hard. He is sad. He cannot secure good marks.
4. William C. Douglas saw a girl. She was nine years old. She was a refugee girl.
5. Trees are our wealth. We should preserve them. We are destroying them.
6. I bought a watch. It is very beautiful. I bought it last month. I bought it from Mr. Sharma. I bought it for four hundred rupees.
7. She has failed many times. She is not disheartened. She hopes to succeed.

8. His parents are poor. They cannot afford his education. He has discontinued his studies. It is very unfortunate.
9. Tagore was a great poet. He wrote the Gitanjali. It is a famous book. He was awarded the Nobel Prize for this book.
10. Sarla had nothing to do. She went out into the garden. She saw a child there. She began to play with it.
11. A beggar came to my door. I gave him a rupee. He thanked me. I wished me a long life.
12. Small families are happy. Large families are unhappy. We must have small families.
13. The hunter saw a tiger. He fired his gun. He missed his aim. The tiger disappeared in the jungle.
14. A child was drowning in the river. Gopal saw him. He jumped into the river. He saved the child.

11. DIRECT AND INDIRECT NARRATION

1. Direct and Indirect Speech

- 1.1 We can report the words of a speaker in two different ways. The two sets of sentences given under A and B are examples of these two ways of narrating what a person has said. Study them and note the difference:

A

1. Ramesh said to Mahesh, "I moved into my new house yesterday."
2. "How do you like your new house?" said Mahesh.
3. Ramesh said, "I find it very comfortable."
4. "I will come to your place tomorrow," Mahesh said.
5. "Please do come," said Ramesh.

B

1. Ramesh told Mahesh that he had moved into his new house the previous day.
2. Mahesh asked him how he liked his new house.
3. Ramesh replied that he found it very comfortable.
4. Mahesh said that he would come to his place the next day.
5. Ramesh entreated him to come.

The sentences under A are examples of *Direct Narration* or *Direct Speech*. In Direct Speech the actual words of the speaker are reproduced and placed within *quotation marks*.

The words of the speaker in each of the sentences under A have been reported in a different way under B. Certain changes have been made in the sentences but the meaning remains the same. The sentences under B are examples of *Indirect Narration* or *Indirect Speech* (or *Reported Speech*). In Indirect Speech the meaning of the remarks or the speech of the original speaker is conveyed without necessarily repeating his actual words. Quotation marks are also not required.

- 1.2 The sentence in Direct or Indirect Speech has two parts-(i) *Reporting part*, and (ii) *Reported part*, for example:

Reporting Part

1. My friend said to me,
2. My friend told me

Reported Part

"I prefer coffee to tea."
he preferred coffee to tea.

The verb (say, tell, advice, ask, request, order, etc.) in the reporting

part is known as the *Reporting Verb* or *Introductory Verb*.

1.3 Look at the following sentences and note the position of the *reporting clause* in each case:

- (a) *The librarian said*, "If you don't return the book in time, you will have to pay a fine."
- (b) "If you don't return the book in time," *the librarian said*, "you will have to pay a fine."
- (c) "If you don't return the book in time, you will have to pay a fine," *the librarian said*.

It will be noticed that the reporting part can be placed *before*, *in the middle of*, or *after* the *reported part*, as shown in the above examples (a), (b) and (c) respectively.

1.4 The following example shows the possible variations in the order of the *subject* and the *introductory verb* in the *reporting clause* when it follows the direct speech.

"We have entered the space age,"	the teacher told the students. the teacher said to the students. the teacher said. said the teacher. he said. (But not <i>said he</i>)
---	--

It may be noted that when the reporting clause follows the reported clause, the inversion of the *noun* subject and the introductory verb is possible, e.g. *the teacher said/said the teacher*. But if the person addressed is mentioned such an inversion is not possible, e.g. *the teacher said to the students*.

Further, with the introductory Verb *tell* this kind of inversion does not take place as *tell* requires mentioning the person addressed, except in cases like *tell a story/tell the truth*.

1.5 Certain changes are necessary to turn Direct Speech into Indirect. They will be considered in connection with *statements*, *questions*, *commands* and *exclamations*.

2. Indirect Speech : Statements

2.1 Study the following example of the direct speech changed into indirect:

Direct—"I want you to stay here today till this letter is despatched," the manager said to his assistant.

Indirect—The manager told his assistant that he wanted to stay there that day till that letter was despatched.

It will be noticed that the following changes have been made to turn the direct speech into the indirect:

- (i) The introductory verb *said* has been replaced by *told*. Note that in indirect speech *tell* is commonly used instead of *say* when the person addressed has been mentioned.
- (ii) Quotation marks and the comma separating the speech from the reporting part have been dropped out.
- (iii) Conjunction *that* has been placed after the reporting clause. It may, however, be noted that it is not essential to use *that*. It may be omitted.
- (iv) First and second person pronouns, *I* and *you* have been replaced by third person pronouns, *he* (referring to the manager) and *him* (referring to the assistant) respectively.
- (v) The tense of the verbs has been changed from the *Simple Present* to the *Simple Past*, e.g.

want

wanted

is despatched

was despatched

- (vi) The demonstrative *this* (letter) has become *that*.
- (vii) The adverb of place *here* has been replaced by *there*.
- (viii) The adverb of time *today* has become *that day*.

The above analysis gives an idea of the nature of changes that take place when direct speech is turned into indirect. Usually the speech is reported in indirect form at some other time and place by someone other than the original speaker. As such, the reporter has to use appropriate words to refer to the right persons, things, place and time.

A detailed discussion of such changes follows.

2.2 Changes in Pronouns and Possessives

Study the following examples and note the changes in pronouns and

possessives when direct speech is turned into indirect:

- (i) *Direct*— "I am ready to help you," Ravi said to Maneesh.
Indirect— Ravi told Maneesh that *he* was ready to help *him*.
- (ii) *Direct*— You said to me, "I will send you the money within a week."
Indirect— You promised that *you* would send *me* the money within a week.
- (iii) *Direct*— I said to you, "I have already forwarded your application to higher authorities."
Indirect— I told you *I* had already forwarded *your* application to higher authorities.
- (iv) *Direct*— Sheela said, "I have lost my watch."
Indirect— Sheela said *she* had lost *her* watch.
- (v) *Direct*— The boys said, "we will hold our meeting in the evening."
Indirect— The boys said that *they* would hold *their* meeting in the evening.

It will be noticed that the first and second person pronouns usually change into other forms. However, when the original speaker reports his own speech the first person pronouns (*I/We/me/us*) remain unchanged (as in (iii) above).

It may be helpful to bear in mind that *I* and *We* are changed, if required, into the person of the speaker while *you* is changed into that of the person spoken.

Possessive adjectives are likewise changed, e.g. *my* has been changed to *her* in the example (iv) given above and *our* to *their* in the example (v).

2.3 Tense Changes

When Direct Speech is introduced with a verb in the *past tense* (said, told, remarked, replied, etc.) tense changes are necessary to turn Direct Speech into Indirect. Study the following examples and note the tense changes:

- A (i) *Direct*— He said, "I am sure of my success." (*Simple Present*)
Indirect— He said that he *was* sure of his success. (*Simple Past*)

Direct and Indirect Narration

- (ii) *Direct—* "I *participate* in college debates" said John.
(Simple Present)
Indirect— John said that he *participated* in college debates.
(Simple Past)
- (iii) *Direct—* Raghava said, "I *am learning* Tamil these days."
(Past Continuous)
Indirect— Raghava said that he *was learning* Tamil those days.
- (iv) *Direct—* The teacher said, "Some boys *have not submitted* their exercise books." *(Present Perfect)*
Indirect— The teacher said that some boys *had not submitted* their exercise books. *(Past Perfect)*
- (v) *Direct—* Sheela said, "I *have been collecting* stamps since my childhood." *(Present Perfect Continuous)*
Indirect— Sheela said that she *had been collecting* stamps since her childhood. *(Past Perfect Continuous)*
- (vi) *Direct—* Hamid said, "My parents *were* fighters of freedom." *(Simple Past)*
Indirect— Hamid said that his parents *had been* fighters of freedom. *(Past Perfect)*
- (vii) *Direct—* Mala said, "My father *served* in Allahabad before retirement." *(Simple Past)*
Indirect— Mala said that her father *had served* in Allahabad before retirement. *(Past Perfect)*
- (viii) *Direct—* He said, "The boys *were playing* hockey before sunset." *(Past Continuous)*
Indirect— He said that the boys *had been playing* hockey before sunset. *(Past Perfect Continuous)*
- (ix) *Direct—* The villagers said, "The flood *had washed away* the whole village by sun-rise." *(Past Perfect)*
Indirect— The villagers said that the flood *had washed away* the whole village by sun-rise. *(Past Perfect)*
- (x) *Direct—* Ahmed said, "My brother *will go* abroad for higher studies." *(Construction with will)*
Indirect— Ahmed said that his brother *would go* abroad for higher studies. *(Past form of will)*

- (xi) *Direct*— I said, "I *shall be* eighteen on July 13."
(Construction with *shall*)
- Indirect*— I said I *would be* eighteen on July 13. (Past form of *will*)
- (xii) *Direct*— Meera said, "I *shall be* preparing for the C.P.M.T for another two months". (*shall+progressive* construction)
- Indirect*— Meera said that she *would be* preparing for the C.P.M.T. for another two months. (Past form of *will*)
- B (i) *Direct*— He said, "I *can* repair the scooter by myself."
(Present form, *can*)
- Indirect*— He said that he *could* repair the scooter by himself
(Past form of *can*)
- (ii) *Direct*— The instructor said to the cadets, "You *can* take rest for ten minutes." (Present form *can*)
- Indirect*— The instructor told the cadets that they *could* take rest for ten minutes. (Past form of *can*)
- (iii) *Direct*— The headmaster said to the teachers, "The inspector *may* visit the school any day." (Present form, *may*)
- Indirect*— The headmaster told the teachers that the inspector *might* visit the school any day. (Past form of *may*)
- (iv) *Direct*— Avinash said to Anita, "You *may* take the book home." (Present form, *may*)
- Indirect*— Avinash told Anita that she *might* take the book home. (Past form of *may*)
- (v) *Direct*— He said, "I *have* to see the dentist for a routine check-up of my teeth." (Present form, *have*)
- Indirect*— He said that he *had* to see the dentist for a routine check-up of his teeth. (Past form of *have*)

It will be noticed that when the speech is introduced by a verb in the past tense, we use a verb form referring to an earlier time. In other words the tense of the verb used in direct speech is changed into the corresponding, past form, e.g., the *Simple Present* is changed into the *Simple Past* the *Present Continuous* into the *Past Continuous*, the *Simple*

Past into the *Past perfect* and so on. The *Past Perfect* tense remains unchanged.

In the case of Verbs expressing future time, *shall* or *will* is changed into *would*. However, *shall* may be changed into *should* (past form of *shall*) with I/We, but *would* is more commonly used.

Can, *may* and *have* (to) are changed into *could*, *might*, *had* (to) respectively.

It may be noted that in certain situations tense changes do not take place, as discussed in the following section.

2.4 Situations Requiring No Tense Changes

2.4.1 Simple Present Tense

Look at the following examples and note the sequence of tenses:

- | | | |
|------|-------------------|---|
| (i) | <i>Direct</i> — | The teacher said, "The Planets <i>move</i> round the Sun." |
| | <i>Indirect</i> — | The teacher explained that the Planets <i>move</i> round the Sun. |
| (ii) | <i>Direct</i> — | The speaker said, "Forests <i>prevent</i> soil erosion." |
| | <i>Indirect</i> — | The speaker pointed out that forests <i>prevent</i> soil erosion. |

We see that if the statement contains a universal truth, there is no tense change even though the speech is introduced by a verb in the past tense. As a matter of fact the change in tense (present to past) is not required if the original statement is still valid and it has continuing relevance in the present.

2.4.2 Simple Past and Past Continuous

When the introductory verb is in the Past Tense, the Simple Past and the Past Continuous Tenses are normally changed into the Past Perfect and the Past Perfect Continuous respectively. But in some cases such a change is not required.

Look at the following examples and study such cases:

- | | | |
|---|-------------------|---|
| A | <i>Direct</i> — | The teacher said, "Dr. Rajendra Prasad <i>became</i> the first President of India." |
| | <i>Indirect</i> — | The teacher said that Dr. Rajendra Prasad <i>became</i> the first President of India. |

When a historical event is stated, the Simple Past Tense need not be changed.

- B (i)** *Direct*— He said, "When I *lived* in Agra, I frequently *visited* the Taj."
Indirect— He said that when he *lived* in Agra, he frequently *visited* the Taj.
- (ii)** *Direct*— The bus driver said, "When the bus *was passing* through Civil Lines, an unruly mob *pelted* it with stones."
Indirect— The bus driver reported that when the bus *was passing* through Civil Lines, an unruly mob *pelted* it with stones.

It may be noted that the Simple Past and Past Continuous Tenses do not usually change, when there is a time clause in the reported speech.

- C (i)** *Direct* She said, "When I called on my teacher, she *was reading* the morning news."
Indirect— She said that when she called on her teacher, she *was reading* the morning news.
- (ii)** *Direct*— The doctor said, "When the patient was brought to me, he *was gasping* for breath."
Indirect— The doctor said that when the patient was brought to him, he *was gasping* for breath.

The Past Continuous Tense usually remains unchanged except when it refers to a completed action, such as:

- Direct*— He said, "I *was waiting* for my friend, but he *didn't turn up*."
Indirect— He said he *had been waiting* for his friend, but he *hadn't turned up*.

2.4.3 Unreal or Unfulfilled Conditions

Study the following examples and note the sequence of tenses:

- (i)** *Direct*— He said, "If I *lived* near my office, I *wouldn't go* there by scooter."
Indirect— He said that if he *lived* near his office he *wouldn't go* there by scooter.
- (ii)** *Direct*— The police officer said, "If people *observed* traffic rules carefully, so many road accidents *wouldn't* happen."

take place."

Indirect—

The police officer said that if people observed traffic rules carefully, so many road accidents wouldn't take place.

(iii) *Direct—*

The farmers said, "If we had adequate irrigation facilities, we would have harvested a bumper crop".

Indirect—

The farmers said that if they had adequate irrigation facilities, they would have harvested a bumper crop.

(iv) *Direct—*

Sheela said, "Had I earned a Ph.D. degree, I might have been selected for the post."

Indirect—

Sheela said that had she earned a Ph.D. degree, she might have been selected for the post.

In the examples (i) and (ii) unreal conditions and in (iii) and (iv) unfulfilled conditions have been expressed. Tense changes do not occur in these types of conditional sentences.

It may, however, be noted that in the case of sentences expressing real conditions tense changes do occur, for example:

Direct—

The captain said, "If the rain stops, the match will be played."

Indirect—

The captain declared that if the rain stopped, the match would be played.

2.4.4 would, misht, could, should, ought (to), used (to)

Look at the following examples:

(i) *Direct—*

He said, "I *would* like to become an aeronaut."

Indirect—

He said that he *would* like to become an aeronaut.

(ii) *Direct—*

Lata said, "My brother, who is a doctor in the U.K. *might* permanently settle there."

Indirect—

Lata said that her brother, who was a doctor in the U.K. *might* permanently settle there.

(iii) *Direct—*

The contractor said, "I *couldn't* regularly go to the site for supervision."

Indirect—

The contractor said that he *couldn't* regularly go to the site for supervision.

- (ii) *Direct*— The doctor said, "It is half past seven and I *must* reach the hospital by eight."
Indirect— The doctor said that it was half past seven and he *must* reach the hospital by eight.

It will be noticed that *must* usually remains unchanged in indirect speech. It may, however, be changed into *had to* or *would have to* in certain situations, for example :

(a) *must* used for a present obligation

Direct— She said, "I *must* reach home early as I am expecting some guests."

Indirect— She said she *had to* reach home early as she was expecting some guests.

(b) *must* used for an obligation to be fulfilled in future

Direct— David said, "I *must* find a job for myself before long."

Indirect— David said he *would have to* find a job for himself before long.

B (i) *Direct*— He said, "I *needn't* stay in the office after five."

Indirect— He said that he *needn't* stay in the office after five.

(ii) *Direct*— The teacher said to the boys, "You *needn't* bring your textbooks tomorrow as we are going to have sports."

Indirect— The teacher told the boys that they *needn't* bring their textbooks the next day as they were going to have sports.

It may be noted that *needn't* usually remains unchanged. It is however, possible to change it into *didn't have to* or *wouldn't have to* as required.

Example:

(i) *Direct*— Mr. Sharma thought, "If I can get the passbook just now, I *needn't* come again."

Indirect— Mr. Sharma thought that if he could get the passbook just then, he *wouldn't have to* come again.

(ii) *Direct*— The office informed him, "You are already

- Indirect—** enrolled, You *needn't* fill in the enrolment form.
The office informed him that he was already enrolled and so he *didn't have to* fill in the enrolment form.

2.5 Change in Demonstratives

When the introductory Verb is in the past tense, the demonstrative *this* and *these* need to be changed.

Study the following examples and note such changes:

- (i) **Direct** She said, "We are going for a picnic *this* week."
Indirect— She said they were going for a picnic *that* week.
- (ii) **Direct—** He said, "I am preparing for examinations *these* days."
Indirect— He said that he was preparing for examinations *those* days.
- (iii) **Direct—** He said, "I have brought *this* stick from Naini Tal."
Indirect— He said that he had brought *that* stick from Naini Tal.

or

- He said that he had brought *the* stick from Naini Tal.
- (iv) **Direct—** The typist said, "I have typed all *these* letters."
Indirect— The typist said that he had typed all *those* letters.

or

The typist said that he had typed all *the* letters.

It will be noticed that *this* and *these* change to *that* and *those* respectively. They may also change to *the* except when used in time expressions.

2.6 Change in Adverbs of Time and Place

Study the following examples and look at the italicized words in the sentences:

- (i) **Direct—** He said, "I returned from my village *yesterday*."
Indirect— He said that he had returned from his village *the previous day*.
- (ii) **Direct—** She said, "I passed the Intermediate Examination *last year*."

- Indirect—* She said she had passed the Intermediate Examination *the previous year*.
- (iii) *Direct—* The photographer said, "The photographs will be ready *tomorrow*."
- Indirect—* The photographer said that the photographs will be ready *the next day*.
- (iv) *Direct—* The convener of the meeting said, "We will assemble *here* again at two."
- Indirect—* The convener of the meeting announced that they would assemble *there* again at two.

It will be noticed that the *adverbs of time and place* undergo a change. The following table shows the changes that are usually made:

Direct	Indirect
today	that day.
yesterday	the previous day, the day before
tomorrow	the next day, the following day
yesterday morning	the previous morning, the morning before
last night/week/year	the previous night/week/year
ago	before
now	then
here	there

2.7 Indirect Speech Introduced by a Verb in the Present Tense or the Verb Expressing Future Time

Look at the following examples and note the sequence of tenses:

- (i) *Direct—* Our Mathematics teacher says, "Every one of you can master the subject if you work regularly."
- Indirect—* Our Mathematics teacher says that every one of us can master the subject if we work regularly.
- (ii) *Direct—* The press report says, "The district administration has taken adequate steps to maintain law and order."
- Indirect—* The press report says that the district administration has taken adequate steps to maintain law and order.

- (iii) *Direct*— Our leaders have reiterated, "Hindi will not be thrust upon the people of non-Hindi-speaking regions."
Indirect— Our leaders have reiterated that Hindi will not be thrust upon the people of non-Hindi-speaking regions.
- (iv) *Direct*— I am afraid the Principal will say, "It is too late for admission now."
Indirect— I am afraid the Principal will say that it is too late for admission now.

It may be noted that if the introductory verb is in the present tense or indicates future time, the speech can be reported without change of tense. Changes other than those of pronouns are also not required.

2.8 Some Useful Verbs for Introducing Indirect Speech

Besides *say* and *tell*, there are other verbs that can be used to introduce indirect speech to express various meanings and ideas conveyed by it. Some of them are: *admit, confess, answer, reply, promise, assure, observe, point out, add, complain*.

Examples:

- (i) *Direct* — He said, "I am mistaken."
Indirect — He *admitted* that he was mistaken.
- (ii) *Direct* — He said, "I will pay back all the money as soon as I return from my tour."
Indirect — He *promised* that he would pay back all the money as soon as he returned from his tour.

2.9 Nominative of Address in Reported Speech

Study the following examples and look at the italicized portions in the sentences:

- (i) *Direct* — The grandfather said, "*Children*, I am going to tell a story now."
Indirect — The grandfather *told the children* that he was going to tell a story then.
- (ii) *Direct* — The chief guest said, "Ladies and gentlemen, I am happy to be with you this afternoon."
Indirect — *Addressing the ladies and gentlemen* in the

audience, the chief guest said that he was happy to be with them that afternoon.

(iii) *Direct—*

The girl said to her teacher, "*Madam*, the last stanza of the poem is not clear to me."

Indirect—

The girl *told her teacher respectfully* (or *politely*) that the last stanza of the poem was not clear to her.

In the examples given above there is in each direct speech some form of address, known as the nominative of address. We see that the nominative of address does not appear in the speech part of the indirect form. It is expressed in the reporting clause according to the needs of the situation.

EXERCISE 1

Change the following into indirect:

1. He said, "It is very hot, but the cooler is out of order."
2. "The noise of the passing vehicles distracts my attention," said the student.
3. "It is not so cold today as it was yesterday," he said.
4. "I have tried to do the sum many times, but I haven't got the correct solution yet," said the schoolboy.
5. The electrician said, "The fuse has blown. I will have to mend it."
6. My neighbour said, "Some burglars broke into my house last night and took away all the cash and ornaments."
7. The Inspector of Schools said, "The Minister of Education will be inaugurating the youth rally today."
8. The student said, "I was intending to opt for History, but I have now decided to study Political Science instead."
9. The girl said, "I have been waiting for a message from home since last evening. It may arrive any moment."
10. The Principal said to the parent, "If your son secures high percentage of marks this year, he can sit for the Talent Search Examination next year."

EXERCISE 2

Change the following into indirect speech:

1. The teacher said, "As the air gets heated up it rises upwards."
2. The college notice says, "Admit cards will be issued to B.A. final candidates on Monday."

3. My daughter said, "Mr. Tandan rang up while you were out."
4. The lawyer said to the client, "You must tell me the whole truth and shouldn't conceal anything from me."
5. My uncle said, "When I was a student, I used to take part in debating competitions."
6. The tourist said, "This city ought to have more buses."
7. The clerk said to Prabha, "I would get your leave sanctioned immediately. You needn't worry about it."
8. The passenger said, "If the train hadn't been late, I would have missed it."
9. "Yesterday morning the fog was so dense that I couldn't go for a walk," he said.
10. "You are responsible citizens of the country. You should preserve the solidarity of the nation," the speaker said to the audience.

3. Indirect Speech Questions

3.1 Question-word (Wh) Questions

Look at the following examples:

- | | | |
|-------|------------------|--|
| (i) | <i>Direct—</i> | The bus conductor said, "Where do you want to go?" |
| | <i>Indirect—</i> | The bus conductor asked the passenger where he wanted to go. |
| (ii) | <i>Direct—</i> | The visitor said, "When can I see the manager?" |
| | <i>Indirect—</i> | The visitor asked when he could see the manager. |
| (iii) | <i>Direct—</i> | The passenger said, "When will the Delhi Express arrive?" |
| | <i>Indirect—</i> | The passenger enquired when the Delhi Express would arrive. |
| (iv) | <i>Direct—</i> | The patient said, "Where is the doctor?" |
| | <i>Indirect—</i> | The patient wanted to know where the doctor was. |
| (v) | <i>Direct—</i> | The teacher said to Gopal, "Why didn't you attend my class yesterday?" |
| | <i>Indirect—</i> | The teacher asked Gopal why he hadn't attended his class the day before. |
| (vi) | <i>Direct—</i> | The spectator said, "How does the magician perform all these tricks?" |
| | <i>Indirect—</i> | The spectator wondered how the magician performed all those tricks. |

We see that when the question in direct speech (direct question) is reported as indirect question, the following changes are made:

- (1) If the introductory verb is *say*, it is replaced by a verb of enquiry like *ask*, *enquire*, *want to know*, *wonder*. Note that *ask* can take an indirect object (person addressed), while *enquire*, *want to know* and *wonder* don't.

Tenses (2) pronouns, possessives, demonstratives and adverbs of time and place change as they do in indirect statements.

The (3) *question pattern* is changed into the *statement pattern*; for instance, let us take the example (v) given above and examine the sequence of changes in—

—“Why didn't you attend——?”—question pattern

—(Why you didn't attend——)—statement pattern

—Why he hadn't attended——.final form with tense and pronoun changes

Note : The conjunction *that* is not used to introduce the indirect question. The *Wh* word used in the direct question is retained as a connective.

3.2 Yes - No Questions

Look at the following examples:

- (i) *Direct*— I said to the guest, “Are you comfortable here?”
Indirect— I asked the guest *if/whether* he was comfortable there.
- (ii) *Direct*— The nurse asked the patient, “Don't you feel better this morning?”
Indirect— The nurse asked the patient *if/whether* he didn't feel better that morning.
- (iii) *Direct*— The customer said to the shop-keeper, “Did you close your shop earlier last evening?”
Indirect— The customer asked the shop-keeper *if/whether* he had closed his shop earlier the previous evening.
- (iv) *Direct*— The reservation clerk said to me, “Will you like to have a lower or an upper berth?”
Indirect— The reservation clerk enquired *whether* I would like to have a lower or an upper berth.

The questions in the above examples do not begin with question-

words. In order to report them in indirect speech—

- (1) the conjunction *if* or *whether* is added,
- (2) such other changes as mentioned in the case of *Wh*-questions are made.

Note : It is preferable to introduce the reported speech by *whether* for alternative questions expressed by 'or'.

[example (iv) given above]

4. Yes-No Answers

Study the following examples:

(i) *Direct*— Kamal: Your crop appears to be ready. Will you start harvesting it?

Indirect— Raju : Yes, I am going to begin it very soon.
Kamal told Raju that his crop appeared to be ready and asked if he would start harvesting it. Raju replied that he was going to begin it very soon.

(ii) *Direct*— Manju : Is the college closed today?

Mamta : No.

Indirect— Manju enquired whether the college was closed that day and Mamta said that it *wasn't*.

(iii) *Direct*— He said, "Can you row a boat?"

I said, "Yes."

Indirect— He asked me if I could row a boat and I said that I *could*.

(iv) *Direct*— I said, "I think it is going to rain. Don't you also think so?"

He said, "Yes."

Indirect— I said I thought it was going to rain and asked for his opinion. He *agreed* with me.

You will notice that *Yes* or *No* occurring in the beginning of a sentence can be omitted [example (i)].

Yes or *No* standing alone is expressed through some suitable *subject+auxiliary* construction [examples (ii) and (iii)].

Yes and *No* may also be reported by using *agree* and *disagree* respectively [example (iv)].

EXERCISE 3

Write the following in indirect form:

A

1. "When will the next test match be played?" asked the boys.
2. The wife said to her husband, "Why are you so downcast today?"
3. I said to him, "Where did you find this old postage stamp?"
4. The candidate enquired, "What is the last date for submitting the application?"
5. "Who has known the flower vase?" said the caretaker.

B

1. The waiter said to the customer, "Will you like to have tea or coffee?"
2. "Is it time to leave for the station?" he said.
3. The teacher said, "Boys, have you taken down the questions?"
4. Aruna said "Vimla, do you know Najma's address?"
5. "Did you find time to examine my documents?" he enquired of his solicitor.

EXERCISE 4

Report the following in indirect speech:

1. "When will the night bus to Gorakhpur leave?" said the passenger.
2. Mr. Sinha said, "Anil, why have you been away from the town so long?"
3. Teacher: You have been absent for a long time. Were you ill?
Vijay : Yes, madam.
4. The judge asked the accused, "Have you ever been convicted before?"
5. I asked my room-mate, "Did you hear an explosion a short while ago?"
6. The secretary of the association said, "How can we make people interested in our adult literacy programme?"
7. The eye surgeon said, "Can you read the last line there?"
"No," said the patient.
8. He said to himself, "How shall I prepare for my test if there is a power failure?"
9. Mr. Verma asked Abhay, "Do you really want to leave your country and settle abroad?"

10. "Is it fair to discriminate between a son and a daughter?" said Pramila.

5. Indirect Speech : Commands

5.1 Study the following examples:

- (i) *Direct*— The teacher said, "Boys, answer the question now."
Indirect— The teacher asked the boys *to answer* the question then.
- (ii) *Direct*— The magistrate said to the police, "Fire."
Indirect— The magistrate ordered the police *to fire*.
- (iii) *Direct*— The doctor said, "Take complete rest."
Indirect— The doctor told the patient *to take* complete rest.
- (iv) *Direct*— My friend said to me, "Invest your money in National Saving Certificates."
Indirect— My friend advised me *to invest* my money in National Saving Certificates.
- (v) *Direct*— The student said to the librarian, "Please lend me textbooks from the Book Bank."
Indirect— The student requested the librarian *to lend* him textbooks from the Book Bank.

We see that in order to report *Commands* the following changes are made besides the usual ones:

- (1) If the introductory verb is *say* it is replaced by a verb expressing *order*, *request* or *advice* as the case may be. Verbs like *ask*, *tell*, *order*, *command*, *request*, *beg*, *entreat*, *implore*, *urge*, *advise*, *recommend*, etc. can be used for the purpose.
- (2) The verb used in the direct speech takes the form of *to+infinitive* in reported speech.

Note : The introductory verb *suggest* takes a *that* clause with *should* in indirect speech; for example:

- Direct*— I said to him, "Read this magazine while I get ready."
Indirect— I suggested that he should read that magazine while I got ready.

5.2 Negative Commands

Look at the following examples:

- (i) *Direct*— He said to me, "*Don't worry* about your health too much."
Indirect— He asked me *not to worry* about my health too much.
- (ii) *Direct*— The doctor said, "*Don't eat* fatty substances."
Indirect— The doctor advised the patient *not to eat* fatty substances.

or

The doctor *forbade* the patient *to eat* fatty substances.

- (iii) *Direct*— The invigilator said, "*Don't leave* the examination hall until the time is up."
Indirect— The invigilator instructed the examinees *not to leave* the examination hall until the time was up.

or

The invigilator *forbade* the examinees *to leave* the examination hall until the time was up.

It will be noticed that the *Negative Commands* are reported by using negative infinitive i.e. *not+to+infinitive*.

Alternatively *to+infinitive* along with the verb *forbid* can be used to express prohibition.

5.3 Commands with *let*

Study the following examples :

- A (i) *Direct*— I said, "*Let us play* a match."
Indirect— I *suggested* that *we should play* a match.
- (ii) *Direct*— He said, "*Let us leave* the car here and bring some mechanic to mend it."
Indirect— He *suggested* that *they (or we) should leave* the car there and bring some mechanic to mend it.

In the examples given above *let us* expresses suggestion. In such cases *should* construction with the introductory verb *suggest* can be used in reported speech.

- B (i) *Direct*— "*Let me pick* some flowers, the child said to the gardener.

Indirect— The child requested the gardener *to let him pick* some flowers.

(ii) *Direct—* The Principal said to the teacher, "Let the boys go home."

Indirect— The Principal asked the teacher *to let* the boys go home.

In these examples *let* means *allow* (*to*) The *to+infinitive* construction is used here, as in *reported commands*.

5.4 Alternative Forms of Requests and Advice

Look at the following examples:

(i) *Direct—* He said to me, "Will you please help me lift the box?"

Indirect— He requested me to help him lift the box.

(ii) *Direct—* "Can you tell me the way to the railway station?" the stranger said to the passer-by.

Indirect— The stranger requested the passer-by to tell him the way to the railway station.

(iii) *Direct—* I said to Mira, "Could you lend me your pen for a minute?"

Indirect— I requested Mira to lend me her pen for a minute.

(iv) *Direct—* "Would you mind leaving the first row for the guests?" the secretary of the association said to the member.

Indirect— The secretary of the association requested the members to leave the first row for the guests.

(v) *Direct—* Arun said to Amit, "Why don't you consult a skin specialist?"

Indirect— Arun advised Amit to consult a skin specialist.

We see that requests and advice have been conveyed in the form of questions in the above examples of direct speech. Such sentences can be reported like requests and advice instead of questions.

6. Indirect Speech : Exclamations and Wishes

Study the following examples:

(i) *Direct—* He said, "What a beautiful painting it is!"

Indirect— He exclaimed that it was a very beautiful painting.

- (ii) *Direct*— He looked at the temple and said, "How magnificent!"
Indirect— He looked at the temple and cried out that it was magnificent.
- (iii) *Direct*— He said, "Alas! I am ruined."
Indirect— He exclaimed with sorrow that he was ruined.
- (iv) *Direct*— The old lady said to the nurse, "May God bless you!"
Indirect— The old lady wished that God might bless the nurse.
- (v) *Direct*— The Principal said to Mukesh, "Congratulations! You have stood first in the examination."
Indirect— The Principal congratulated Mukesh on his standing first in the examination.
- (vi) *Direct*— I said to Joseph, "Happy Christmas!"
Indirect— I wished Joseph a happy Christmas.

You will see that in reporting exclamations or wishes the following changes are made:

- (1) An introductory verb expressing exclamation or wish is used
- (2) Exclamation or wishes are expressed in the form of statements. Question words are also dropped out, for example, exclamations like "*What a —!*" and "*How—!*" are turned into statements like *exclaimed that it was...*
- (3) Expressions denoting feelings of joy, sorrow, surprise, etc. are reported by using appropriate phrases, such as:

Direct

Alas!
 Hurrah!
 Well done!

Indirect

exclaimed with sorrow
 exclaimed with joy/delight
 exclaimed that you/he/they
 had done well

Good gracious!
 Good Heavens!

exclaimed with surprise

EXERCISE 5

Put the following in indirect speech:

1. The chairman of the Flood Relief Committee said, "Please contribute liberally to the Flood Relief Fund."
2. "Take off your wet clothes or you may fall ill," the mother said to the child.
3. "Don't cut green trees, instead plant more of them," said the speaker.
4. The invigilator said, "Write on both the sides of your answer-sheets."
5. The doctor said, "Get your children vaccinated against dangerous diseases."
6. "Let us prepare our children to face the future challenges," said the educationist.
7. "Would you mind buying a ticket for me as well?" One of the passengers said to another.
8. The account holder said to the bank clerk, "Please issue me a fresh cheque book. The old one has been used up."
9. "Good Heavens! I have dropped my key somewhere. How shall I unlock my room?" he said.
10. I said to the librarian, "Will you kindly enrol me as a member of your library?"
11. Ravi's neighbour said, "Your father must be shifted to hospital at once. Call the ambulance, please."
12. The social worker said "How foolish! These people go to the sorcerer and not to the doctor."
13. The judge said, "The prisoner is acquitted of the charge. Let him go."
14. "Type this letter immediately and take care that there are no typing mistakes," The officer said to his typist.
15. "Keep quiet and don't disturb the patient," the nurse said to the visitors in a whisper.

7. Indirect Speech : Mixed Type

When the direct speech consists of statements, questions, commands etc. all mixed together, more than one introductory verb may be required to report the speech in indirect form. The individual sentences may also be joined together where necessary, for example:

Direct— Mr. Sinha's secretary told the client, "You have come well in time. Please wait a bit, Mr. Sinha is dictating a plaint at the

moment. He will be free very soon. Have you got your documents with you? Let me see them if they are here."

Indirect— Mr. Sinha's secretary told the client that he had come well in time and requested him to wait a bit. He informed the client that Mr. Sinha was dictating a plaint at the moment and added that he (Mr. Sinha) would be free very soon. Further, he asked him (the client) whether he had got his documents with him and wished to see them if they were there.

EXERCISE 6

Report the following in indirect speech:

1. "Good Heavens! What has happened to my roses?" said the gentleman. "How well did I tend those flowers! They have all been picked and taken away. If ever I found the rogue that has done it, I would teach him a lesson."
2. "Friends, where are you coming from and what has brought you to this place?" The villager asked the strangers. The strangers said, "We have come from the neighbouring city and want to start an adult literacy programme. Don't you think we ought to eradicate illiteracy from our country?"
3. "Why have you brought the woman here?" roared the king. "Didn't I order you to let all the women go?" The chastened lieutenant tried to explain, "My lord, I thought this woman might be held as a hostage." "shut up!" the king shouted, "I don't want any explanations. Set her free at once."
4. The man in search of a house on rent said, to the landlord, "Would you let one of your flats to me, sir?" The landlord replied, "My friend, I am sorry to disappoint you. I don't like to rent my house to strangers. However if you can bring someone to introduce you, I may consider your case."
5. "Is it your own composition?" asked the editor. The writer said, "Yes, of course. Why do you ask this?" "No offence!" said the editor. "I just wanted to confirm that it wasn't borrowed from any other source."
6. Duke : Shylock must execute the deed of gift, or I shall revoke the pardon.

Portia : Are you satisfied Shylock? What do you say?

Shylock : I am satisfied.

Portia : Clerk, please draw up a deed of gift.

Shylock : Kindly permit me to go away. I am not well. Send the deed to my house and I will sign it.

7. "You have nothing left now, great King," Shakuni said, "Our game must end."

"No!" shouted Yudhishtira. "I stake myself."

"You do wrong to lose yourself, O King," Shakuni jeered. "Surely you have wealth still greater than you have lost. Have you not the peerless Queen Draupadi?"

8. Begum : Hiria, go and pick up the chessmen from outside. Tell Mir Sahib that Mirza Sahib will play no more today and he is to go.

Mirza : No, No, Please don't do such a thing! Do you wish to disgrace me? Wait, Hiria! Don't go.

9. "You say your hair is gone?" Jim said with an air almost of idiocy. "You needn't look for it," said Della. "It's sold, I tell you-sold and gone, too. It's Christmas eve, boy. Be good to me, for it went for you. May be the hairs of my head were numbered, but nobody could ever count my love for you."

10. When Phatik entered the house his mother called out angrily.

"So you have been hitting Makhan again?"

Phatik answered indignantly, "No, I haven't! Who told you that I had?"

His mother shouted, "Don't tell lies! you have."

Phatik said sullenly, "I tell you, I haven't. You ask Makhan!"

12. IDIOMATIC PHRASES

All languages have certain expressions which are peculiar to them. They lend beauty and pithiness to language. Such expressions are called idioms. They give special meaning to the words and phrases of which they are made up. They cannot be translated literally. Any attempt to do so leads to absurdity. However, a command over such expressions enriches one's power of expression. For example, take the phrase *keep on* which as a whole means *continue*. Another example is *step up*, which means *increase*.

1. Is this the way to Civil Lines? Yes, Just *keep on* till you reach Kutchery and the State Bank, then you will see the sign-post.
2. The Government uses community programmes to *step up* the production of wheat.

II (a) Phrasal Verbs

- पूँ आउट*
back out : (to withdraw)
He promised to back me in my plans but later on he *backed out*.
- पूँ अप*
back up : (to support)
Do your best and we will *back you up*.
- बैर आउट*
bear out : (to establish, to confirm)
If the evidence *bears out* the charge, the prosecution will succeed.
- बैर अपन*
bear upon : (to apply to)
His remark does not *bear upon* the matter in hand.
- बैर विथ*
bear with : (to tolerate)
I could not *bear with* his peevish temper and therefore left his company.
- बोयल डाउन*
boil down : (to reduce to)
The discussion *boils down* to this conclusion.
- बोयल ओवर*
boil over : (to express resentment)
On the persecution of Harijans, the press *boiled over* with indignation.
- ब्रेक अवे*
break away : (to free oneself)
The child *broke away* from all discipline because of

- the mishandling on the part of his parents.
- break down** : (to come to a stop)
He *broke down* in the midst of his speech.
- break into** : (to enter by breaking the wall)
The thief *broke into* our house last night.
- break off** : (to end abruptly)
Disarmament talks between U.S.A. and Russia *broke off*.
(to pause)
Let us *break off* for one hour and have our dinner.
- break out** : (to escape)
The thief *broke out* of the prison.
(to appear suddenly)
Cholera *broke out* in the village.
- break upon** : (to interrupt by sudden violent appearance)
The police *broke in upon* the dacoits when they were dividing their booty.
- break with** : (to part in enmity)
U.S.A. and Russia often meet only to *break with*.
- bring about** : (to cause to happen)
Hitler *brought about* the second world war.
- bring down** : (to reduce)
The prices of essential commodities must be *brought down* to give relief to the common man.
- bring in** : (to produce as profit)
His shop *brings in* Rs. 700/- a month.
- bring out** : (to announce)
Board of High School and Intermediate Education, U.P. *brings out* Intermediate Examination results in June.
- bring round** : (to correct, to divert)
Only a good teacher can *bring round* a student.
- bring up** : (to rear or to train)
His mother *brought him up* as his father died at an early age.
- call at** : (to pay a short visit)

Idiomatic Phrases

Yesterday my friend *called at* my house at about 5 p.m.

: (to deserve, to demand)

call for : The crime of the terrorists *calls for* stern action.

: (to order or request the return of)

call in : Our Government has *called in* mutilated currency notes.

: (to decide, to stop)

call off : The junior doctors have *called off* their strike.

: (to summon)

call up : The Prime Minister *called up* the opposition leaders to seek their opinion on the Punjab problem.

: (to be asked)

call upon : Parliament will be *called upon* to accept certain ordinances.

: (to keep)

carry about : It is not safe to *carry* ornaments and cash *about* while travelling by train.

: (to be conducted)

carry on : The meeting was *carried on* in a low tone.

: (to put into practice)

carry out : Every child must *carry out* the wishes of his parents.

: (to happen)

come about : I don't know how it all *came about*.

: (to meet by chance)

come across : On the way home, I *came across* my old friend

: (to succeed according to plan)

come off : The drama *came off* well. The company earned a good amount.

: (to over spread)

come over : A look of terror *came over* the smiling face.

: (to change gradually to an opposite opinion)

come round : In the beginning he opposed the proposal but after discussion he *came round* to our view.

: (to be equal to)

come up to : Owing to floods, the crops did not *come up to* our

- draw out** : expectations.
(to extract)
The interviewer tried to make him speak but was unable to *draw out* anything from him.
- drop in** : (to visit casually)
I *dropped in* at a restaurant on my way home.
- drop out** : (to leave)
About a hundred people were admitted to an adult education class but quite a good number *dropped out* after a month.
- fall back** : (to move or turn back)
Out numbered by the enemy, our army had to *fall back* in Indo-China War.
- fall in** : (to take places in the rank)
The N.C.C. Commander ordered the cadets to *fall in*.
- fall in with** : (to agree)
India tries to befriend Pakistan, but the latter hardly *falls in with*.
- fall off** : (to become detached)
'Love cools, friendship *falls off*, brothers divide' - Shakespeare.
- fall out** : (to quarrel)
The thieves accused each other in money distribution, and ultimately *fell out*.
- fall through** : (to fall)
Neither of the parties agreed, and the negotiations *fell through*.
- fall upon** : (to attack)
The wolf *fell upon* the kid and killed it.
- get about** : (to go to places, to attend one's duties)
It is raining so heavily that it is impossible to *get about*.
- get along** : (to be friendly)
India and Pakistan should *get along* in their mutual interest.
- get back** : (to recover)

Sometimes the banks have to go to law to *get back* their loans.

- get down* : (to descend)**
He *got down* from his bicycle to greet his teacher
- get off* : (to escape)**
The terrorists robbed the bank and *got off* with the booty.
- get on* : (to make progress)**
The students who work regularly *get on* well with their studies.
- get through* : (to finish)**
I have not been able to *get through* my assignments.
- get up* : (to organize)**
The function was *got up* in a decent way.
- (to rise)**
It is good for health to *get up* early.
- give away* : (to distribute)**
The President *gave away* the prizes in the function
- give in* : (to surrender)**
The terrorists were forced to *give in*.
- give out* : (to announce)**
He *gave out* that he was going to U.S.S.R.
- give over* : (to be abandoned)**
: Due to inclement weather, the plan to scale Mt. Everest had to *be given over*.
- give up* : (to leave)**
In most of the European countries, people are trying to *give up* smoking.
- go about* : (to move from place to place)**
He *went about* doing nothing.
- go ahead* : (to make progress)**
Due to lack of funds, the work on the dam could not *go ahead*.
- go away* : (to leave)**
The urchins were asked to *go away* from the garden.
- go back* : (to return)**

- Students go back to their homes after school is closed.**
- go by** : (to observe)
Good citizens *go by* civil laws ungrudgingly.
- go down** : (to be remembered)
Pt. Nehru will *go down* in history as a lover of peace and saviour of the down-trodden.
- (to lose)
India *went down* fighting for the laurels in the hockey match.
- (to sink)
Having struck a hidden rock, the Russian ship *went down* near New Zealand.
- go for** (to attack)
He was about to *go for* my friend with his fist.
- go in for** : (to be in favour of)
All sensible persons should *go in for* the abolition of caste system in India.
- go into** : (to examine)
The auditor *went into* the office accounts thoroughly.
- go off** : (to explode)
Due to high voltage of electricity, the boiler *went off*.
- go on** : (to continue)
The teacher asked the students to *go on* with the class work and finish it in time.
- go over** : (to migrate)
Those who *go over* to foreign lands in search of jobs seldom return.
- (to examine in detail)
The judge carefully *went over* the whole evidence before pronouncing the judgment.
- hold back** : (to keep back)
The price of sugar has gone up, as the shopkeepers are *holding back* the stock.
- (not to divulge, to keep secret)
The accused *held back* many things from his

lawyer.

: (to restrain, to check)

The menace of terrorism is too grim to be *held in*

: (to keep in strong position)

The besieged army could not *hold on* for a long time for want of ration supplies.

: (to extend, to last)

Our food supplies can not *hold out* long, if population growth continues at such a high rate.

: (to postpone)

The proposed meeting was *held over* until the arrival of the Chairman.

: (to be delayed)

The traffic was *held up* due to an accident.

: (to control)

It is always wise to *keep down* one's anger on being excited.

: (to restrain)

It is not easy to *keep in* an excited mob.

: (to continue)

Keep on working hard till you achieve your goal.

: (to disallow to enter)

Late comers were *kept out* by the teacher.

: (to keep high and vigorous)

We should *keep up* our spirits even under trying circumstances.

: (to save or store)

We should *lay aside* some money for wintry days.

: (to surrender)

After a heavy attack, the enemy troops *laid down* their arms.

: (to suspend)

Sometimes it is seen that a factory has to *lay off* a number of workers to keep off violence.

: (to arrange for)

No house can be permitted to be occupied unless electricity is *laid on*.

- let down** : (to disappoint or to fail as a friend)
My friend promised to support me in the election but by becoming a candidate himself he *let me down*.
- let off** : (to excuse)
The strikers were *let off* after a stern warnings.
- let out** : (to put out to hire)
I have *let out* my house for three years.
- look after** : (to take care of)
A sheep dog helps his master in *looking after* his sheep.
- look for** : (to try to find)
"Are you still *looking for* a job?" asked the employer.
- look on** : (regard)
I don't *look on* him as an authority on the subject.
- look out** : (to watch)
"She looked out stealthily through the behind of the window" -Kingsley
- look over** : (to examine)
We must *look over* the hotel before we decide to stay here.
- look through** : (to revise)
Examinees should *look through* their notes before the examinations.
- look up** : (to improve)
Our business which was dull in the beginning is now *looking up*.
(to find out)
Look up the meanings of this word in your dictionary.
- make off** : (to run away)
The thief *made off* with all the money in the box.
- make out** : (to understand)
He is speaking so slow that I cannot *make out* anything.
- make up** : (to settle)

- pass away* : (to die)
The patient *passed away* at 5 last evening.
- pass by* : (to omit)
On the eve of the examination *pass by* what you consider unimportant.
- pass off* : (to be carried through, to take place)
The meeting *passed off* peacefully.
- pass on* : (to move forward)
The teacher finished the chapter on conjunctions in English grammar and *passed on* to syntax.
- pull down* : (to demolish)
The corporation authorities *pulled down* the encroachment.
- pull together* : (to co-operate)
If the brothers only *pull together*, they will succeed.
- put across* : (to convey)
He could not *put across* his ideas properly.
- put down* : (to suppress by force)
The terrorists are to be *put down*.
- put forward* : (to put for consideration)
The proposal was *put forward* in the meeting but it was turned down unanimously.
- put off* : (to postpone)
The wedding was *put off*.
- put on* : (to wear)
Students should *put on* simple but tidy clothes.
- put out* : (to extinguish, cause to stop burning)
Put out the lamp.
- put up* : (to offer)
I should *put up* a stout resistance in the matter.
- put up with* : (to be endured patiently)
There are many inconveniences that have to be *put up with* when you are travelling by train.
- run after* : (to try to amass)
Most people *run after* wealth.

- run away** : (to go away)
The dacoits *ran away* with the booty.
- run down** : (to deteriorate)
My health has *run down* due to hard work.
- run out** : (to come to an end)
Sugar supply in the market is *running out*.
- run over** : (to go through quickly)
The teacher *ran over* his notes before coming to the class.
(to be knocked down)
A school boy was *run over* by a car and was taken to hospital.
- see off** : (to bid farewell)
When I left Bombay, I was *seen off* by many of my friends.
- see through** : (to support, to encourage)
My friend promised to *see me through* every difficult time.
- set aside** : (to reject, to cancel)
The high court *set aside* the judgment of the lower court.
- set forth** : (to express)
The speaker *set forth* his views effectively.
- set in** : (to begin)
The winter has *set in*.
- set out** : (to start on a journey)
He *set out* on his journey with ten books in his bag.
- set up** : (to establish)
A commission was *set up* to go into irregularities in the accounts.
- stand against** : (to resist)
King Poras *stood against* Alexander.
- stand by** : (to support)
We should *stand by* our leader.
- stand for** : (to take up the cause of)
Gandhiji *stood for* non-violence.
(to be in place of)

B.A. stands for Bachelor of Arts.

: (to continue resistance)

stand out : Despite short supplies, our troops *stood out* against the enemy for months.

take after : (to resemble)

This girl *takes after* her father rather than her mother

take away : (to carry away)

The dacoits *took away* all the jewellery from the jeweller's shop.

take down : (to write)

Students should *take down* the notes given by the teacher.

take up : (to support)

Gandhiji *took up* the cause of Harijans very boldly.

turn back : (to drive back)

Can any force *turn back* the in-coming tide?

turn down : (to reject)

My request for loan was *turned down*.

turn out : (to result)

Because of good rains, the crops are expected to *turn out* well this year.

(to produce)

How much yarn can this mill *turn out* in a day?

turn up : (to arrive)

Hardly fifty per cent students *turned up* due to rains.

wait for : (to expect)

Shall I *wait for* you at the railway station at 5. p.m.?

: (beginnings of a subject)

Ravi does not know even the *A B C* of Physics

: (a comfortable situation)

An administrator's office is not *a bed of roses*.

: (a stupid person)

He does not understand my arguments, as he is *a*

II (b) A B C

a bed of roses

a block head

block head.

a bolt from the blue

(a sudden and sad occurrence)

The news of his failure in the examination came to him as *a bolt from the blue*.

a bone of

contention

: (a cause of quarrel)

The big house left by their father is *a bone of contention* between the two brothers.

a dark horse

: (persons whose capabilities are greater than they are known to be)

During the whole session Ravi seemed to be a mediocre but at the annual examination he proved to be *a dark horse* by obtaining a first class.

a new feather to one's cap

: (a new and additional distinction)

The award of Padma Vibhushan has added *a new feather to his cap*.

a red letter day

: (an auspicious day)

August 1947 is *a red letter day* in the history of our country, as we got freedom from the British yoke that day.

a square deal

: (a fair bargain)

He is out and out a dishonest person we cannot expect *a square deal* from him.

a square meal

: (just sufficient, a full meal)

Prices of foodgrains have gone so high that it is difficult to have *a square meal* for most of the people in the country.

above board

: (open, fair, without deception)

His integrity cannot be questioned, he is *above board*.

all in all

: (all powerful)

The Director of Education is not *all in all*, he has to carry out the orders of the Government.

an open secret

: (already known)

You needn't tell me about this matter now, it has become an open secret.

: (very near)

His house is *at a stone's throw* from mine.

: (at a distance)

It is always desirable to keep the bad people *at arm's length*.

: (in a state of bitter enmity)

Libya and Israel are *at dagger's drawn*.

: (free)

The police has not been able to arrest the murderer, who is still *at large*.

: (perplexed)

When I saw my own resignation typed and put up for my signature, I was *at my wits' end*.

: (in disorder, in confusion)

He is so busy in his studies that his books are always found *at sixes and sevens*.

: (overwhelmed)

When he heard about his success in the examination, he was *beside himself* with joy.

: (having nothing to do with what is being discussed)

Your arguments are *beside the mark*.

: (persons of like disposition)

A bad man associates with other bad men, because they are all *birds of a feather*.

: (during daytime)

The bank was looted in *broad daylight* and the police was a helpless spectator.

: (at all costs, certainly)

Since he has been helpful to me, I'll help him by *all means*.

: (after a time)

By and by he learnt how to ride a bicycle.

castles in the air : (plans and hopes that are unlikely to be realized)
It is wrong to think that our administrators and planners are dreamers, always building *castles in the air*.

for a rainy day : (a time of adversity)
If we spend every paisa that we earn nothing will be left *for a rainy day*.

in black and white : (in writing)
Whenever you have to see an officer, it is always wise to take *in black and white* what you have to say.

in the teeth of : (in the face of bitter opposition)
Although the opposition raised a hue and cry, the government got the bill passed *in the teeth of* opposition.

iron will : (indomitable, unyielding)
Sardar Patel was a man of *iron will*.

off and on : (intervals, from time to time)
He comes to my house *off and on*.

once for all : (finally)
Buddha, forsook *once for all* his home, his kingdom and every worldly possession.

scot free : (unpunished)
A murderer should not be allowed to go *scot free* for his crime.

spick and span : (clean and tidy)
A student's dress should be *spick and span*.

the apple of discord : (a subject of envy and strife)
This plot of land is *the apple of discord* between the two brothers.

the apple of one's eye : (very dear)
To a mother even a crippled child is *the apple of her eye*.

the ins and outs : (the full details of a thing)

- the last straw : Since he has been in this office for quite a long time, he knows *the inns and outs* of this case.
(the final trial of patience)
He went on listening to their silly remarks but finally their personal remark proved to be *the last straw* and he kicked them out.
- the salt of the earth : (the wholesome portion of the community)
What will happen to the earth if honest persons like you, who are *the salt of the earth*, prove greedy and untrue?
- through and through : (entirely)
The members of the expedition were caught in the blizzard *through and through*, so they had to abandon the adventure.
- time and again : (again and again)
He was warned *time and again* to behave properly but he did not pay any heed to my warnings.
- yeoman's service : (excellent work)
Shri Lal Bahadur Shastri did a *yeoman's service* to the nation.
- II (c)
be cast down : (to be depressed)
Having heard of his rejection by the Public Service Commission, he appeared to *be cast down*.
- be hand and glove with : (to be very intimate with)
In this robbery the police is said to *be hand and glove with* the robbers, so there is no hope of finding out the culprits.
- bear hard upon : (to oppress)
This new law will *bear hard upon* the tax-payers.
- bear the brunt of : (to endure the main force)
The centre of the army has to *bear the brunt of* the battle.

- bring to book** : (to call to account, to bring to due punishment)
The thief was *brought to book* by the judge.
- bury the hatchet** : (to make peace)
After the fall of Japan in 1945, the world powers decided to *bury the hatchet*.
- call a spade a spade** : (to speak in plain terms)
He is not reckless in his language, but still he can *call a spade a spade*.
- carry coals to New castle** : (to take something to a place where it is plentiful)
Sending guavas from Delhi to Allahabad is to *carry coals to New castle*.
- cast pearls before swine** : (to offer things to people who are incapable of appreciating them)
Ideal talk in the company of dishonest people is to *cast pearls before swine*.
- cry over the spilt milk** : (to cherish useless regrets)
You are very sorry because you failed, but you did not work hard, so there is now no use *crying over spilt milk*.
- cut the Gordian knot** : (to solve a complicated difficulty by quick action)
By persuading the Indian princes to accede to the Indian Union, Sardar Patel *cut the Gordian knot*.
- die hard** : (refuse to change)
Grammarians *die hard*.
- die in harness** : (to die on duty)
Abdul Hamid, a brave soldier, *died in harness*.
- feel the pulse** : (to find out one's secret opinion)
Every leader must *feel the pulse of the nation*, if he wants to be successful.
- find fault with** : (to blame)
People sometimes *find fault with* others while, in fact, they themselves are to blame.

fish in troubled waters

- : (to make personal profit out of a disturbance)
While terrorists are creating trouble in the country, some foreign powers are trying to *fish in troubled waters*.

fly in the face of

- : (to defy or oppose directly)
Why should you recklessly *fly in the face of* danger?

go to the dogs

- : (to be ruined)
Those who keep bad company always *go to the dogs*.

grow grey

- : (to work in a service for a long time)
I began work at the age of twenty four and have now *grown grey* in the same job.

hold one's head high

- : (to bear oneself proudly)
A mark of true nobility is, not to *hold one's head high*, but to bear oneself humbly in a high office.

hold true

- : (to continue to be true)
Newton's Law of Gravitation still *holds true*.

kill two birds with one stone

- : (to accomplish two things at a time)
I had to go to Allahabad for a meeting, on my way, I visited one of my friends in Lucknow. Thus I *killed two birds with one stone*.

leave one in the lurch

- : (to desert a person in a difficulty)
Mohan stood by Ram till he had money but *left him in the lurch*, when he was in trouble.

let loose

- : (to release)
His personal-remarks *let loose* a wordy duel.

live fast

- : (to live luxuriously)
He who *lives fast* dies soon.

live from hand to mouth

- : (to use up one's whole income without any saving)
Rickshaw pullers work very hard but their income

- is so meagre that they *live from hand to mouth*.
- lose one's head** : (to lose calmness of mind, to lose one's mental balance)
Whenever we are in difficulty, we should not *lose our head*, but think calmly and act.
- mind one's own business** : (to attend to one's own affairs without meddling with others)
Why are you poking your nose in my affairs, please *mind your own business*.
- move heaven and earth** : (to use all and every means to accomplish a purpose)
In order to get his transfer cancelled, he had to *move heaven and earth*.
- nip in the bud** : (to destroy in the early stages)
It is better to *nip* the trouble *in the bud* rather than wait till it takes a violent shape.
- pay one back in the same coin** : (to return like for like)
He is revengeful and wants to *pay others back in the same coin*.
- pick holes in** : (to find out faults of)
An envious man takes wonderful delight in *picking holes in* one who is more successful than he.
- play ducks and drakes** : (to spend extravagantly)
One who *plays ducks and drakes* with his earnings in his young age will have to suffer in old age.
- put the cart before the horse** : (to begin at the wrong end to do a thing, to reverse the natural order)
By bringing the masons first and not bricks, you have actually *put the cart before the horse*.
- read between the lines** : (to grasp the hidden meaning)
An intelligent person does not need detailed in-

structions, he can *read between the lines*.

(to pretend sorrow).

He *shed crocodile tears* on the misfortune of his enemy.

(to grapple courageously with a difficulty).

If you have any strong opposition do not delay but *take the bull by the horns*.

(to discourage)

As soon as I put up the proposal the members opposed it and *threw cold water upon it*.

II (d) Some More Idiomatic Phrases with their Meanings

a bird's eye view	:	a general view
a black sheep	:	a person with bad name
a drawn game	:	a game in which neither party wins
a fool's paradise	:	imaginary happiness
a hard nut to crack	:	a problem difficult to solve
a hue and cry	:	general out cry of alarm
a lame excuse	:	an unbelievable excuse, not satisfactory
a snake in the grass	:	a cheat, a person who cannot be trusted
a turn coat	:	a person who often changes his view
a white elephant	:	some possession involving more expenditure than income
at hand	:	nearly
at random	:	without a definite aim
at times	:	occasionally
bag and baggage	:	with all belongings
bread and butter	:	bare food
by leaps and bounds	:	very fast

<i>chicken hearted</i>	:	timid, cowardly
<i>child's play</i>	:	an easy matter
<i>fair and square</i>	:	just, upright
<i>flesh and blood</i>	:	human nature
<i>go between</i>	:	an intermediary
<i>heart and soul</i>	:	with all sincerity
<i>in cold blood</i>	:	without provocation
<i>in full swing</i>	:	at its best
<i>in hot water</i>	:	in trouble
<i>kith and kin</i>	:	near relatives, near and dear ones
<i>long and short</i>	:	substance
<i>null and void</i>	:	invalid, of no value
<i>pros and cons</i>	:	points in favour of as well as against an action.
<i>out of date</i>	:	obsolete, no longer in use
<i>out of the question</i>	:	unthinkable
<i>out of the wood</i>	:	out of the difficulties
<i>the lion's share</i>	:	major share
<i>through thick and thin</i>	:	in all situations favourable or unfavourable
<i>to be well off</i>	:	to be in good economic condition
<i>to break the ice</i>	:	to take the first step in a delicate matter
<i>to breathe one's last</i>	:	to die
<i>to bring home</i>	:	to convince
<i>to bring to light</i>	:	to make known
<i>to cut a sorry figure</i>	:	to put up a poor show
<i>to end in smoke</i>	:	to come to nothing
<i>to follow suit</i>	:	to do the same
<i>to give way</i>	:	to make room for, to break
<i>to grease the palm</i>	:	to bribe
<i>to hit below the belt</i>	:	to strike unfairly
<i>to hold water</i>	:	to be sound and logical, to be practicable

<i>to laugh in one's sleeve</i>	:	to be secretly amused
<i>to lose heart</i>	:	to be discouraged
<i>to make neither head nor tail of</i>	:	to be unable to understand
<i>to mince matters</i>	:	not to speak plainly
<i>to pay lip service</i>	:	to show insincere approach or respect
<i>to run riot</i>	:	to wander unrestrained, to behave in a lawless and wild way
<i>to sit on the fence</i>	:	to wait and see which party to support
<i>to stand one in good stead</i>	:	to prove useful
<i>to take to one's heels</i>	:	to run away
<i>to take to heart</i>	:	to feel intensely
<i>to turn over a ear</i>	:	to pass unheard
<i>to turn over a new leaf</i>	:	to make a change for the better in the mode of living
<i>to turn the table</i>	:	to reverse the position
<i>tooth and nail</i>	:	with all the force at command
<i>ups and downs</i>	:	changes of fortune
<i>wear and tear</i>	:	loss as a result of use

13. FIGURES OF SPEECH

The use of Figures of Speech consists in departing from the usual or the simplest form of an expression and using words in other than their literal sense with a view to making a piece of composition more vivid, striking and powerful.

Figurative or metaphorical use of words not only embellishes a piece of composition but also heightens its effect.

The chief figures of speech are given below:

- (1) *Simile* (2) *Metaphor* (3) *Hyperbole* (4) *Personification* (5) *Oxymoron* (6) *Onomatopoeia* (7) *Apostrophe*

1. **SIMILE** : A *Simile* consists in giving formal expression to the likeness that exists between two different objects or events. The comparison of two different objects is made by using such words as *like*, *as*, *so*, *as*.

"Words are like leaves; and where they most abound.

Much fruit of sense beneath is rarely found."

Here the poet compares words with leaves and uses the word *like* to make the comparison explicit.

Notice the use of the *Simile* in the following examples:

1. O my Love's like a red, red rose
That's newly sprung in June;
O my Love's like the melodie
That's sweetly played in tune.
2. As shines the moon in clouded sky,
She in her poor attire was seen
3. He saw within the moonlight in his room
An angellike a lily in the bloom.
4. I wandered lonely as a cloud,
That floats on high ov'r vales and hills
5. The quality of mercy is not strained,
It droppeth as the gentle rain from heaven,
6. As flies to wanton boys, are we to the gods,
They kill us for their sport.
7. My heart is like a singing bird
Whose rest is in a watered shoot;

8. Look like the innocent flower,
But be the 'serpent under't.

METAPHOR : A *Metaphor* is a condensed and intensified simile. In a metaphor the comparison is implicit and is not made explicit by the use of such words as *like*, *so*, *as*, e.g.,

Revenge is a kind of wild justice.

Here revenge is compared with a kind of wild justice but it is implicit. The usual markers of comparison—*like*, *so*, *as* are missing here. But if we

'Revenge is like a kind of wild justice,' the comparison is explicit and implied. It is an example of simile.

Notice the use of *Metaphor* in the following examples:

1. All the world's a stage.
And all men and women merely players.
2. The news was dagger to his heart.
3. Hope is the poor man's bread.
4. Integrity is the backbone of character.
5. Sweet mercy is nobility's true badge.
6. Of our blind eyes he is the star,
Without him, what were we.
7. His rash policy let loose the hounds of war.
8. Idleness is the nursery of evil thoughts.
9. Life is a dream.
10. Infancy is the dawn of life.

HYPERBOLE : This Figure of Speech consists in representing things as much greater or less, better or worse than they really are. The use of *Hyperbole* draws our attention to manifest exaggeration, e.g.,

"The waves rose mountains high"

Notice the use of *Hyperbole* in the following lines:

1. "Here is the smell of blood still; all the perfumes of Arabia will not sweeten this little hand."
2. "As many farewells as there are stars in heaven"
3. The sky shrank upward with unusual dread,
And trembling Tiber dived beneath his bed.

4. Why, men, if the rivers were dry, I am able to fill them with
5. Ten thousand saw I at a glance
Tossing their heads in sprightly dance.
6. She wept oceans of tears.
7. The chair collapsed under the weight of the mountainous philosopher.
8. He sneezed and clouds would break.

4. PERSONIFICATION : By the use of *Personification* human qualities are endowed on inanimate beings and abstract qualities to give the impression as if they were living beings, e.g.,

Death lays his icy hands on kings.

In the example given above the poet provides an abstract idea—*death*—in the form of living being whose hands are icy. Since *death* is personified in the above lines, the figure of speech is *Personification*.

Notice the use of *Personification* in the following lines:

1. "Let not Ambition mock their useful toil.
Their homely joys, and destiny obscure"
2. "Death gently came and placed a crown.
Upon each reverend head."
3. "The joyous morning sun gaily kissed the tree tops."
4. "Death in his palace holds his court,
His messengers move to and fro,"
5. "The grey-eyed morn smiles on the flowering night."
6. "The landscape lay in slumber's chain,
E'en Echo slept within her cell."
7. "The moon veiled her face."
8. "Peace hath her victories,
No less renowned than war."

5. OXYMORON: This is the combination in one expression of two normally contradictory ideas. This is found when two words or phrases having opposite meanings are put together, e.g.,

"His honour rooted in dishonour stood,
And faith unfaithful kept him falsely true."

In the above example we see that two contradictory ideas, *honour* and *dishonour* have been brought together to produce a novel effect.

Notice the use of *Oxymoron* in the following examples.

1. This is an open secret.
2. "Life is bitter sweet."
3. "James I was the wisest fool in Christendom."
6. "That time is past
And all its aching joys are now no more,
And all its dizzy raptures."
5. Bitter sweet of love.
6. Cowardly brave: Yes, that describes him,
Because he fights only when he cannot run away.
7. The whispering waves were half asleep
The clouds were gone to play.
8. That in black ink my love may still shine bright.

6. **ONOMATOPOEIA**: This consists in the use of words whose sound suggests the sense or, which create the desired atmosphere. e.g.,

The murmurous haunt of flies on summer eves,

Notice the use of *Onomatopoeia* in the following examples:

1. "Like a glow-worm golden,
In a dell of dew."
2. "The curfew tolls the knell of parting day."
3. "Our echoes roll from soul to soul."
4. "It cracked and growled and roared and howled like noises in a sound."
5. "A murmuring whisper through the nunnery ran."
6. The murmuring of innumerable bees.
7. Grunt, grunt, goes the hog.
8. "Flashed all their sabres bare,
Flashed as they turned in air,
Sabring the gunners there,"

7. **APOSTROPHE**: "An *Apostrophe* is a direct address to the dead, to the absent or to a personified object or idea." — Wren

Examples:

1. Milton! thou should'st be living at this hour.
2. O World! O Life! O Time!
On whose last steps I climb.
3. O Solitude! where are thy charms?

4. O Liberty! what crimes have been committed in thy name?
5. Life! I know not what thou art,
But know that thou and I must part.
6. Wild West Wind. thou breath of autumn's being.
7. Ethereal Minstrel! Pilgrim of the sky!
8. And by thy own great name, O Death!
And all thy kindness, bid me not
To leave thee, and to go my way.

EXERCISE

1. Describe any two of the following and give one example of each:
 - (a) Apostrophe, Hyperbole, Onomatopoeia, Simile (U.P. Board 1974)
 - (b) Metaphor, Oxymoron, Hyperbole (U.P. Board 1977)
 - (c) Metaphor, Hyperbole, Personification (U.P. Board 1982)
2. Point out the figures of speech in the following :
 1. He is a man of iron will.
 2. Truth sits upon the lips of the dying man.
 3. The tea is ice-cold.
 4. The man in the cave had the strength of a thousand elephants.
 5. Childhood is like a swiftly passing dream
 6. Authority forgets a dying king.
 7. 'There is a dagger in thy words'
 8. 'Rome', thou hast seen much better days.
 9. I see a lily on thy brow.
 10. Hitler's mad policy let loose the dogs of war.
 11. 'There rolls the sea where grew the tree
O Earth! What changes has thou seen.
 12. But Patience to prevent that murmur soon replies.
 13. The captain is conspicuous by his absence.
 14. Sweet Thames! run softly, till I end my song.
 15. Frailty! thy name is woman.
 16. They were swifter than eagles, and stronger than lions.
 17. Yours is only a lame excuse.
 18. I heard the water lapping on the crag.
 19. Variety is the spice of life.
 20. Suspicions among thoughts are like bats among birds; they fly best
by twilight.

PART III

TRANSLATION

Translation is an important skill in language-learning. But it is a difficult art, so much so that Shelley aptly wrote that, just as it is difficult to change a violet into a rose, it is difficult to render exactly into another language what has been written in one language. The difficulties are two-fold. Firstly there is hardly one-to-one correspondence of Hindi and English words. Secondly there is difference of idiom.

But even then we do translate because we need translations of classical books of one language into another. In order to develop this skill in students, translation has been carefully correlated with grammatical points based on usage. The difference of idiom has also been brought into focus. Wherever possible, translation should be literal, but not so literal as to become absurd. Meaning should be conveyed faithfully and effectively.

Sufficient oral practice to precede written work is expected of the teacher, to supplement the material given in the chapters. Translation from English to Hindi and its re-translation back to the original may also be encouraged.

14. TRANSLATION FROM ENGLISH TO HINDI

EXAMPLE 1

In the beginning of man's history, his first social object was to form a community, to grow into a people. At that early period, individuals were gathered together within geographical enclosures. But in the present age, with its facility of communication, geographical barriers have almost lost their reality, and the great federation of men, which is waiting either to find its true scope or to break as under in a final catastrophe, is not a meeting of individuals, but of various human races.

मानव इतिहास के प्रारम्भ में एक समुदाय की रचना करना, राष्ट्र के रूप में विकसित होना उसका प्रथम सामाजिक उद्देश्य था। उस आदिकाल में व्यक्ति भौगोलिक सीमाओं के अन्तर्गत परस्पर एकात्रित थे। परन्तु वर्तमान युग में, जो कि संचार सुविधा युक्त है, भौगोलिक अवरोधों की यथार्थता लगभग समाप्त हो गई है और मानव जाति का विशाल संघ, जो कि अपने वास्तविक विस्तार को प्राप्त करने अथवा अन्तिम विध्वंस में टुकड़े-टुकड़े हो जाने की प्रतीक्षा कर रहा है, व्यक्तियों का नहीं वरन् विभिन्न मानव जातियों का सम्मिलन है।

EXAMPLE 2

A peaceful world is the paramount aim of the United Nations today, as it originally was when the Organization was founded towards the end of the Second World War. United against the aggression which had brought the world unparalleled death and destruction, the founding nations were determined that such slaughter and suffering must not recur.

In the Charter, the peoples of the United Nations express their determination to save succeeding generations from the scourge of war which has brought untold sorrow to mankind. For this purpose, they pledge themselves to live in peace as good neighbours, to unite their strength in order to maintain peace and security, and to ensure that armed force shall not be used except in the common interest.

संयुक्त राष्ट्र का आज परम लक्ष्य शान्तिपूर्ण विश्व है, जैसा कि मूलतः उस समय था जब द्वितीय विश्व युद्ध की समाप्ति के आसपास इस संघ की स्थापना हुई थी। उस आक्रमण के विरुद्ध जिससे विश्व में अतुलनीय संहार और विनाश हुआ था, संगठित, इसके संस्थापक राष्ट्रों का दृढ़ निश्चय था कि इस प्रकार का संहार और कष्ट पुनः कदापि नहीं होना चाहिए।

इसके घोषणा-पत्र में संयुक्त राष्ट्र के लोग युद्ध की विभीषिका से, जिसने मनुष्य जाति को अकचनीय दुःख दिया है, भावी पीढ़ियों को बचाने का निश्चय व्यक्त करते हैं। इस उद्देश्य से

इसे पड़ोसियों की भाँति शान्तिपूर्वक रहने, शान्ति और सुरक्षा स्थापित रखने के लिए अपनी शक्ति को संगठित करने, और यह सुनिश्चित करने की प्रतिज्ञा करते हैं कि सामूहिक हित के अतिरिक्त अन्य किसी प्रयोजन के लिए सशस्त्र शक्ति का प्रयोग नहीं किया जायेगा।

EXERCISE 1

A. Study the following English sentences and their Hindi version :

1. After the storm had subsided, the tourists resumed their journey.
तूफ़ान शान्त हो जाने के बाद पर्यटकों ने अपनी यात्रा पुनः आरम्भ की।

2. Finding the patient's condition serious the doctor at once admitted him to hospital.
रोगी की दशा दंभीर देखकर डाक्टर ने उसे तत्काल अस्पताल में भर्ती कर दिया।

3. After locking the office, the peon handed over the keys to the head clerk.
कार्यालय में ताला लगाने के बाद चपरासी ने चाभियाँ प्रधान कर्णिक को दे दीं।

4. While the labourers were digging the mound, they found a stone statue.
जब मजदूर टीला खोद रहे थे तो उन्हें एक पत्थर की मूर्ति मिली।

5. I was about to hire a rickshaw when the bus arrived.
मैं रिक्शा करने ही वाला था कि बस आ गई।

B. Translate the following into Hindi :

After Jai Kumar had gone some distance, he found a mongoose¹ by the side of a pond. He remembered the first advice to the effect² that one should never travel alone, and picking up the mongoose put it into his coat pocket. By now he was tired, and seeing a shady tree, sat down under it. He took out his food and after eating lay down with the mongoose beside him to sleep. While he was sleeping a cobra came and was about to bite him when the mongoose attacked it. The noise of the fight awoke Jai Kumar. He picked up the stick and killed the snake. After he had done so, he realized the value of the first advice, for it had saved his life.

Hints

mongoose—नेवला, 2. to the effect—इस आशय की

EXERCISE 2

A. Study the following English sentences and their Hindi version :

1. He had been posted at remote places before his promotion.
अपनी पदोन्नति के पूर्व वह दूरवर्ती स्थानों पर नियुक्त रहा था।
2. One of the athletes sprained his ankle while he was running.
दौड़ते समय एक खिलाड़ी के टखने में मोच आ गई।
3. The boy requested the Principal to grant him fee concession.
लड़के ने प्रधानाचार्य से शुल्क-मुक्ति प्रदान करने की प्रार्थना की।
4. We ought to follow the ideals of great men.
हमें महापुरुषों के आदर्शों का अनुसरण करना चाहिए।
5. He is strong and energetic, although he does not take exercise regularly.
यद्यपि वह नियमित रूप से व्यायाम नहीं करता तथापि वह हृष्ट-पुष्ट तथा स्फूर्तिवान है।
6. When you read this book again, you will enjoy it more.
जब तुम यह पुस्तक पुनः पढ़ोगे तो तुम्हें अधिक आनन्द आयेगा।

B. Translate the following into Hindi :

Nearly all the Kings of those days had a great many wives, but Nasir-un-din had only one, named Salima. She was his cousin, and had, like himself, been kept shut up for years. He kept no servant, so that his wife had to cook the food and do all the work of the house herself. One day, she burnt her fingers while she was baking bread, and begged her husband to allow her at least one maid-servant to help her. But this he would not do. "I am a poor man," he said, "although I am a king. I will not touch the money of the State. All that ought to be spent for the good of my people. The wife of a poor man should not have a servant. Work hard, as I do, and when you die, God will reward you."

EXERCISE 3

- A. Study the following English sentences and their Hindi version :
 1. Last Sunday it so happened that the electric supply of the entire town failed in the evening.
पिछले रविवार को ऐसा हुआ कि पूरे नगर की विद्युत आपूर्ति सायंकाल बन्द हो गई।
 2. The inmates of the house raised an alarm before the burglar could take anything.
चोर कुछ ले भी न पाया था कि घर के लोगों ने शोर मचा दिया।

3. May the departed soul rest in peace.

दिवंगत आत्मा को शान्ति मिले।

4. As soon as the police arrived at the site of the accident, the crowd began to disperse.

जैसे ही पुलिस दुर्घटना-स्थल पर पहुँची भीड़ तितर-बितर होने लगी।

- B. Translate the following into Hindi :

Once upon a time four friends lived in a house with a dog. The friends were devoted to one another and to the dog as well. They had taken a vow¹ to live and die together. One day it so happened that one of the friends went to a well nearby to drink water. While returning, a fi suddenly seized² him and he began to writhe³ on the ground. When his companions saw him they rushed to his side, and before they could do anything his convulsions⁴ ceased, and he was dead. The friends began to lament and cry. Lifting their voice to the sky they said : "O God, if our friendship is true, may we too join our departed friend because without him, we cannot stay alive." As soon as these words came out of their mouths, there was a loud rumbling⁵ and the earth split under their feet. All the four friends and their dog went down. The earth closed again, and then everything was quiet.

Hints :

1. to take a vow—प्रतिज्ञा करना, 2. a fit seized him—उसे दौरा पड़ गया, 3. to writhe—छटपटाना, 4. convulsions—फैँटन, 5. rumbling—घरघराहट

EXERCISE 4

- A. Study the following English sentences and their Hindi version :

1. Mahatma Gandhi had been a lawyer before joining the struggle for freedom.

स्वतंत्रता संग्राम में सम्मिलित होने से पूर्व महात्मा गांधी वकील थे।

2. Some time ago I saw a bright object flying across the sky.

कुछ समय पहले मैंने एक चमकदार वस्तु आकाश के आर-पार उड़ती हुई देखी।

3. Why should I waste money over pomp and show?

मैं तड़क-भड़क में धन क्यों बर्बाद करूँ?

4. Anil would often miss his Mathematics class, because he was not interested in the subject.

अनिल बहुधा अपनी गणित की कक्षा छोड़ देता था, क्योंकि उसे इस विषय में रुचि नहीं थी।

5. Revolutionaries would undergo physical torture rather than divulge the secrets of their party.

अपने दल के भेदों को प्रकट करने की अपेक्षा क्रांतिकारियों को शारीरिक यातनाएँ सहना स्वीकार था।

B. Translate the following into Hindi :

Gautam had always been a very thoughtful boy. He was gentle in speech¹, had a kind heart, and was full of mercy to all. Often when hunting, he would stop with his bow half drawn in his hand, when he saw the harmless deer grazing in the forests. "Why should I hurt the poor creature?" he would say, and then would put the arrow back into its case and go home without shooting anything. Often in a race, he would stop because his horse was tired and breathed hard², and he would lose the race rather than give pain to his horse.

Hints : 1. gentle in speech—मधुरभाषी, 2. to breathe hard—हाँफना

EXERCISE 5

A. Study the following English sentences and their Hindi version:

1. The problem of racial discrimination is more serious in South Africa than in any other part of the world.
जातिगत भेद-भाव की समस्या दक्षिण अफ्रीका में विश्व के किसी भी अन्य भाग की अपेक्षा अधिक गम्भीर है।
2. There are many social traditions that need to be changed.
अनेक सामाजिक परम्पराएँ ऐसी हैं जिन्हें बदलने की आवश्यकता है।
3. Facing all kinds of hardships people go to join the Kumbh fair.
सब प्रकार की कठिनाइयों का सामना करते हुए लोग कुम्भ मेले में सम्मिलित होने जाते हैं।

B. Translate the following into Hindi :

Poor and undernourished¹ and undereducated² yes. But in India people turn out every election day in a larger percentage than anywhere else in the world to choose a government. They make a real holiday of it, decorating their ox carts³, and dressing in their best clothes to go to the polls⁴. Certainly one cannot pretend⁵ that there is nothing in India that

needs to be changed, but somewhere in all this is a confidence and pleasure in being Indian, and in the country's ways.

Ex-
amples :

1. undernourished—अल्पपोषित, 2. undereducated—अल्पशिक्षित, 3. oxcart—बैलगाड़ी, 4. to go to the polls—मतदान करने जाने के लिए, 5. to pretend—दावा करना

EXERCISE 6

A. Study the following English sentences and their Hindi version :

1. The sun seemed to play hide-and-seek behind the clouds.
सूर्य बादलों के पीछे लुका-छिपी खेलता प्रतीत होता था।
2. Everyone seemed to the culprit to accuse him.
बपराही को प्रत्येक व्यक्ति उस पर आरोप लगाता प्रतीत होता था।
3. What people protest against is price-rise.
जो जिस बात का विरोध करते हैं वह है मूल्य-वृद्धि।
4. He does not mind children playing in his compound.
उसने बच्चों के खेलने पर उसे कोई आपत्ति नहीं है।
5. I consider it every citizen's duty to protect public property.
सार्वजनिक सम्पत्ति की रक्षा करना मैं प्रत्येक नागरिक का कर्तव्य समझता हूँ।

B. Translate the following into Hindi :

Gandhiji's attitude¹ to the use of machinery² seemed to undergo a gradual³ change. "What I object to," he said, "is the craze⁴ for machinery as such... If we could have electricity in every village home we shall not mind villagers plying⁵ their implements and tools with electricity." The big machine seemed to him to lead inevitably⁶, at least in the circumstances of today, to the concentration⁷ of power and riches : "I consider it a sin and injustice to use machinery for the purpose of concentration of power and riches in the hands of the few. Today, the machine is used in this way."

Ex-
amples :

1. attitude—दृष्टिकोण, 2. machinery—मशीनरी, 3. gradual—क्रमिक, 4. craze—उन्माद, 5. to ply—चलाना 6. inevitably—अनिवार्य रूप से, 7. concentration—केन्द्रीकरण

EXERCISE 7

A. Study the following English sentences and their Hindi version:

1. We need administrators acquainted with people's problems.
हमें जनता की समस्याओं से परिचित प्रशासकों की आवश्यकता है।
2. A certificate was awarded to every student who participated in sports.
प्रत्येक ऐसे छात्र को प्रमाण-पत्र दिया गया जिसने खेलकूद में भाग लिया।
3. He set out for his morning walk so early as to come back before sunrise.
वह प्रातःकालीन भ्रमण के लिए इतने सबेरे चल पड़ा कि वह सूर्योदय के पहले लौट आये।
4. It was in the presence of invigilators that the cover containing question-papers was opened.
निरीक्षकों के सम्मुख ही प्रश्न-पत्रों का लिपतपत्र खोला गया।

B. Translate the following into Hindi:

Round himself Akbar collected a brilliant group of men, devoted to him and his ideals. Among these were the two famous brothers Fyze and Abul Fazl, Birbal, Raja Man Singh, and Abdul Rahim Khankhana. His court became a meeting place for men of all faiths and all who had some new idea or new invention. His toleration of views and his encouragement to all kinds of beliefs and opinions went so far as to anger some of the more orthodox Moslems. He even tried to start a new synthetic faith to suit everybody. It was in his reign that the cultural amalgamation of Hindu and Moslem in north India took a long step forward.

Hints :

1. orthodox—रूढ़िवादी, 2. synthetic faith—संश्लिष्ट धर्म, 3. amalgamation—एकीकरण, 4. took a long step forward—बड़ी उन्नति की

EXERCISE 8

A. Look at the following English sentences and their Hindi version:

1. Days are longer in the summer.
ग्रीष्मकाल में दिन अधिक बड़े होते हैं।

2. Fish have gills for respiration.
मछलियों में साँस लेने के लिए गलफड़े होते हैं।
3. Cricket has become very popular these days.
आज कल क्रिकेट बहुत लोकप्रिय हो गया है।
4. I have my teeth examined periodically.
मैं समय-समय पर अपने दाँतों की जाँच करवाता हूँ।
5. We use powerful telescopes to observe the stars.
तारों का निरीक्षण करने हेतु हम शक्तिशाली दूरदर्शकों का प्रयोग करते हैं।
6. Examinees using unfair means will be punished.
अनुचित साधनों का प्रयोग करने वाले परीक्षार्थियों को दण्ड दिया जायेगा।
7. Insecticides are sprayed over the crops to protect them from insect pests.
फसलों की कीटों से रक्षा के लिए उन पर कीटनाशकों का छिड़काव किया जाता है।

8. Translate the following into Hindi :

An airport¹ is a place where aeroplanes, helicopters, etc. land² and take off³. Aeroplanes have become the chief means of long-distance travels and so airports have become highly important transportation terminals⁴. Airports differ from other transportation terminals such as bus and train stations. An airport needs much more land to handle⁵ the same number of passengers as a bus or railway station. Airports have terminal buildings, hangars⁶, control towers⁷ and runways⁸. Passengers begin and end their flights at terminal buildings. They purchase their tickets and have their tickets and baggage checked there. The controllers in the control tower control the air traffic. Hangars are used to store and repair aircraft⁹. Runways are long and wide enough for the largest planes. This is the airport.

Hints :

1. airport—हवाई अड्डा, 2. to land—उतरना, 3. to take off—उड़ना, 4. transportation terminal—परिवहन अड्डा, 5. to handle—प्रबन्ध करना, 6. hangar—विमानशाला, 7. control tower—निबन्धन बुरुज, 8. runway—धावन/पथ, 9. aircraft—विमान

EXERCISE 9

A. Study the following English sentences and their Hindi version:

1. The earth receives heat and light from the sun.
पृथ्वी को सूर्य से ऊष्मा और प्रकाश मिलता है।
2. Polio is a dangerous disease that causes permanent physical disability.
पोलियो एक भयानक रोग है जो स्थायी शारीरिक अक्षमता उत्पन्न करता है।
3. Green plants store solar energy in the food they manufacture.
हरे पौधे सूर्य-ऊर्जा को उस भोजन में संग्रहीत करते हैं जो वे बनाते हैं।
4. The felling of green trees is unwise.
हरे वृक्षों को काटना बुद्धिमानी नहीं है।
5. Education can be imparted through the radio and television as well.
रेडियो और टेलिविजन द्वारा भी शिक्षा प्रदान की जा सकती है।

B. Translate the following into Hindi :

A nuclear reactor¹ is a device² that produces a vast amount of energy from a small amount of fuel. It is also called an atomic³ reactor. It generates⁴ energy mainly in the form of heat by means of a process known as nuclear fission⁵. Nuclear fission is the splitting of nuclei⁶ of atoms of uranium or plutonium. An atomic bomb gets its destructive power from uncontrolled fission. A nuclear reactor, however, keeps fission under control. As a result, the energy it produces can be used for the generation of electricity and for other peaceful purposes.

Hints :

1. nuclear reactor—नाभिकीय भट्ठी, 2. device—यंत्र, 3. atomic परमाणविक, 4. to generate—उत्पन्न करना, 5. fission—विखण्डन, 6. nucleus (plural nuclei)—नाभिक

EXERCISE 10

A. Study the following English sentences and their Hindi version :

1. This book is too expensive for me to buy.
यह पुस्तक मेरे लिए इतनी महंगी है कि मैं खरीद नहीं सकता।
2. Gobar gas may replace wood and coal as fuel in villages.
गाँवों में गोबर गैस ईंधन के रूप में लकड़ी और कोयले का स्थान ले सकती है।

3. You can go to Lucknow either by train or by bus.
तुम लखनऊ या तो रेलगाड़ी से या बस से जा सकते हो।
4. You can master every subject by working hard.
आप परिश्रम करके प्रत्येक विषय में प्रवीणता प्राप्त कर सकते हैं।
5. It takes the sun rays about eight minutes to reach the earth.
सूर्य की किरणों को पृथ्वी तक पहुँचने में लगभग आठ मिनट लगते हैं।
6. A good student quickly recalls the principle on which the solution of the problem depends.
एक अच्छे विद्यार्थी को शीघ्रता से वह सिद्धान्त याद आ जाता है जिस पर समस्या का समाधान निर्भर करता है।
7. When the monsoon arrives, the summer heat is reduced.
जब मानसून आ पहुँचता है तो ग्रीष्मकालीन गर्मी घट जाती है।

B. Translate the following into Hindi :

A radar¹ is an electronic² equipment used to detect³ and locate⁴ moving or fixed objects. The radar can determine⁵ the direction, distance, height and speed of objects that are too far away for the human eye to see. Radar sets differ in design⁶ and purpose, but they all operate on the same general principle. All radars produce and transmit⁷ signals in the form of electromagnetic waves. Radar may be either radio waves or light waves. When the electromagnetic⁸ waves transmitted by a radar set strike an object, they are reflected and some of the reflected waves return to the set along the same path they were sent. The distance of the object is found by measuring the time it takes a radar wave to reach the object and return.

Hints :

1. radar—रेडार, 2. electronic—इलेक्ट्रॉनिक, 3. to detect—पता लगाना, 4. to locate—स्थिति ज्ञात करना, 5. to determine—निर्धारित करना, 6. design—रचना, 7. to transmit—प्रेषित करना, 8. electromagnetic—विद्युत-चुम्बकीय

EXERCISE 11

A. Study the following English sentences and their Hindi version :

1. We must follow the principle of secularism.
हमें धर्मनिरपेक्षता के सिद्धान्त का अनुसरण करना चाहिए।

2. Young men and women have to face numerous challenges in life.
नवयुवकों और नवयुवतियों को जीवन में अनेक चुनौतियों का सामना करना पड़ता है।
3. We need to remove all kinds of discriminations from our society.
हमें अपने समाज से सब प्रकार के भेदभाव को मिटाने की आवश्यकता है।
4. A project for cleaning the water of the Ganga is going on.
गंगा के जल को स्वच्छ करने की एक परियोजना चल रही है।

B. Translate the following into Hindi :

The power to shape their own lives must lie with the people, not with bureaucrats and experts. Experts² must help the people. It is up to us to mobilize³ people, to guide them and to stand by⁴ their side when they are denied⁵ their due⁶. Our life-styles must change. Simplicity, efficiency and commitment⁷ to national goals hold the key to self-reliance. Austerity⁸ and 'swadeshi' will rouse the masses to grow more, to produce more and to serve more. Above all, we need to create a mass movement for strengthening India's unity. We have to carry the message of nationalism and unity to all.

Hints :

1. bureaucrat—नौकरशाह, 2. expert—विशेषज्ञ, 3. to mobilize—संगठित करना, 4. to stand by—समर्थन करना, 5. are denied—से वंचित किये जाते हैं, 6. due—प्राप्य, 7. commitment—प्रतिबद्धता, 8. austerity—सादगी, आडम्बरहीनता

EXERCISE 12

A. Study the following English sentences and their Hindi version :

1. There are many varieties of mango.
आम की अनेक जातियाँ हैं।
2. Non-violence has always been our ideal.
अहिंसा सदैव हमारा आदर्श रही है।
3. A new educational policy has been formulated recently.
अभी हाल में एक नई शिक्षा नीति निर्मित की गई है।
4. Swimming is a good exercise.
तैरना एक अच्छा व्यायाम है।

5. Winning the game is not so important as playing it.
खेल में जीतना उतना महत्वपूर्ण नहीं होता है, जितना कि खेलना।
6. Most of the magazines contain coloured pictures making them more attractive.
अधिकांश पत्रिकाओं में रंगीन चित्र होते हैं जिससे ये और अधिक आकर्षक बन जाती हैं।
7. Hardwar is one of the places where Kumbh fair is held.
हरद्वार उन स्थानों में से एक है जहाँ कुम्भ मेला लगता है।

B. Translate the following into Hindi :

Famine¹ and drought² have always been a part of Indian situation. However, ever since the Green Revolution³ there has been an attempt to undervalue⁴ such a calamity⁵. There are three varieties of drought or famine. In the first case the phenomenon⁶ is periodic⁷ like that in Orissa's Kalahandi district where rains have failed for twenty years making famine an annual feature⁸. In the second instance, securing grains is not so much a problem as obtaining water. Perhaps the best instance of this is Rajasthan where a record harvest⁹ has been reaped in recent years without a proportional increase in the quantum¹⁰ of drinking water. The most serious problem is the phenomenon whereby new areas have fallen a prey¹¹ to famine.

Hints :

1. famine—अकाल, दुर्भिक्ष, 2. drought—सूखा, 3. Green Revolution—हरित क्रांति, 4. to undervalue—कम महत्व देना, 5. calamity—विपत्ति, 6. phenomenon—घटना, 7. periodic—आवर्तक, 8. feature—विशेषता, 9. record harvest—कीर्तिमान स्थापित करने वाली फसल, 10. quantum—मात्रा, 11. to fall a prey (to)—शिकार होना

EXERCISE 13

A. Study the following English sentences and their Hindi version :

1. Why should you forgo your claim?
तुम अपना दावा क्यों छोड़ें?
2. If there is a path of peace, it is mutual understanding.
यदि शांति का कोई मार्ग है तो वह है पारस्परिक सद्भाव।
3. The judge interrupted the lawyer and told him that there had been

enough of repetition.

न्यायाधीश ने वकील को टोका और कहा कि पुनरावृत्ति पर्याप्त हो चुकी है।

B. Translate the following into Hindi :

Vivekanand spoke of many things, but the one constant¹ refrain² of his speech and writing was abhay — be fearless, be strong. For him man was no miserable³ sinner but a part of divinity⁴; why should he be afraid of anything? "If there is a sin in the world, it is weakness; avoid all weakness, weakness is sin, weakness is death." That had been the great lesson of the Upanishads. Fear breeds⁵ evil and weeping and wailing⁶. There and been enough of that, enough of softness.

Hints :

1. constant—सतत, 2. refrain—टेक, 3. miserable—घृणित, 4. divinity—ईश्वर, 5. to breed—जन्म देना, 6. wailing—बिलखना

EXERCISE 14

A . Study the following English sentences and their Hindi version :

1. A good student does not waste his time.
अच्छा विद्यार्थी अपना समय बर्बाद नहीं करता।
2. A little boy helped the blind man to cross the road.
एक छोटे लड़के ने अन्धे आदमी को सड़क पार करने में सहायता की।
3. Scientists search for the laws which govern the natural phenomena.
वैज्ञानिक उन नियमों की खोज करते हैं जो प्राकृतिक घटनाओं का नियंत्रण करते हैं।

B. Translate the following into Hindi :

Science does not tell us much, or for the matter of that¹ anything, about the purpose of life. It is now widening its boundaries and it may invade² the so-called³ invisible⁴ world before long and help us to understand this purpose of life in its widest sense, or at least give us some glimpses⁵ which illumine⁶ the problem of human existence. The old controversy⁷ between science and religion takes a new form—the application of the scientific method to emotional and religious experiences.

Hints :

1. for the matter of that—जहाँ तक इस विषय का संबंध है, 2. may invade—आक्रान्त कर सकता है, 3. so-called—तथाकथित, 4. invisible—अदृश्य, 5. glimpse—झलक, 6. to illumine—प्रकाश डालना, 7. controversy—विवाद

EXERCISE 15

A. Study the following English sentences and their Hindi version :

1. As the monsoon arrives, there is relief from the summer heat.
जब मानसून आ जाता है तो ग्रीष्म की तपन से राहत मिलती है।
2. Where agriculture depends solely on rain, there are frequent crop failures.
जहाँ कृषि केवल वर्षा पर निर्भर करती है वहाँ बहुधा फसलें नहीं हो पाती।
3. When factory workers go on strike, production suffers.
जब कारखानों के श्रमिक हड़ताल कर देते हैं तो उत्पादन की क्षति होती है।

B. Translate the following into Hindi :

As a man grows to maturity¹ he is not entirely engrossed² in or satisfied with the external objective world³. He seeks also some inner meaning, some psychological and psychical⁴ satisfactions. So also with peoples and civilizations as they mature and grow adult. Every civilization and every people exhibit these parallel streams of an external life and an internal life. Where they meet or keep close to each other, there is an equilibrium⁵ and stability⁶. When they diverge⁷ the conflict arises, and the crises⁸ that torture⁹ the mind and spirit.

Hints :

1. maturity—परिपक्वता, 2. engrossed—तल्लीन, 3. objective world—यथार्थ जगत, 4. psychical—आत्मिक, 5. equilibrium—सन्तुलन, 6. stability—स्थिरता, 7. to diverge—परस्पर दूर हटना, 8. crisis (plural—crises)—संकट, 9. to torture—उत्पीड़ित करना

EXERCISE 16

A. Study the following English sentences and their Hindi version:

1. We do not know the reason why a staff meeting has been called today.

हमें ज्ञात नहीं कि जब कर्मचारियों की बैठक क्यों बुलाई गई है।

2. The reason why many village children do not turn up when they are asked to come to school, may be that they are busy at home.
जब ग्रामीण बच्चों को विद्यालय आने को कहा जाता है तो बहुत से बच्चों के न आने का कारण यह हो सकता है कि वे घर के कामकाज में व्यस्त रहते हैं।
3. Little children start speaking their mother-tongue quite early.
छोटे बच्चे अपनी मातृभाषा बोलना शीघ्र ही प्रारम्भ कर देते हैं।
4. The teachers are in favour of letting the students decide when they want to go on an educational tour.
बध्नापक छात्रों को यह निर्णय लेने देने के पक्ष में हैं कि वे शैक्षिक परिभ्रमण पर कब जाना चाहते हैं।

B. Translate the following into Hindi :

One of the reasons why children from unlettered¹ homes are at a disadvantage² when they start learning to read may be that they lack this familiarity³ with the shapes of words and letters. This may also be a reason why we should give children time to get used to⁴, and familiar with, the look of letters and words, before beginning any kind of formal⁵ instructions⁶. In fact this is a very good reason, among many others, for letting the child himself decide when he wants to start to read.

Hints :

1. unlettered—अनपढ़, 2. at a disadvantage—घाटे में, 3. familiarity—सुपरिचय, 4. used to—के अभ्यस्त, 5. formal—औपचारिक, 6. instructions—शिक्षा

EXERCISE 17

A. Study the following English sentences and their Hindi version :

1. We should not forget that the nation is wedded to secularism.
हमें यह नहीं भूलना चाहिए कि राष्ट्र धर्म-निरपेक्षता के प्रति समर्पित है।
2. The elders will have to be honest before they can expect their youngers to be so.
बड़ों को पहले ईमानदार बनना होगा तब वे अपने छोटों से ईमानदार बनने की अपेक्षा कर सकते हैं।
3. Just as we have two houses of Parliament, we have two houses of

State Legislatures in some States.

वित्त प्रणाली हफ्तवारी संसद में दो सदन हैं उसी प्रकार हमारे कुछ राज्यों की विधायिकाओं में भी दो सदन होते हैं।

4. An important feature of democracy is that there is no discrimination between individuals.

जनतंत्र की महत्वपूर्ण विशेषता यह है कि व्यक्तियों के मध्य कोई भेदभाव नहीं होता।

5. X-ray radiations may cause harm to those who are frequently exposed to them.

एक्स-रे का विकिरण उन लोगों को हानि पहुँचा सकता है जो बारबार उसके संस्पर्श में आते हैं।

- B. Translate the following into Hindi :

We should not imagine that we are entitled¹ to apply Satyagraha in every matter. We will have to be just, before we can handle² the weapon. Just as we now have an organisation of nations to try to prevent war and the use of gunpowder, we shall very soon have to establish an organization of citizens to limit the use of Satyagraha. Mahatmaji's claim³ is that there is an automatic check⁴ in his method, that the Satyagraha-gun-powder⁵ will not explode⁶ well, but it may cause a great deal of damage to those who handle it, and to those who are nearby. We have a special responsibility in conducting these experiments. We should not set a bad example in the use of this new weapon.

Hints :

1. entitled—के अधिकारी, 2. to handle—प्रयोग करना, 3. claim—दावा, 4. automatic check—स्वतः नियंत्रण, 5. gunpowder—बारूद, 6. to explode—विस्फोटित होना

EXERCISE 18

- A. Study the following English sentences and their Hindi version :

1. As a result of having lost financial support, the helpless youth had to leave the university without having completed his education.

वित्तिक सहायता समाप्त हो जाने के फलस्वरूप उस असहाय युवक को अपनी शिक्षा पूरी किए बिना विश्वविद्यालय छोड़ना पड़ा।

2. The United Nations has been constantly working for world peace and

co-operation.

संयुक्त राष्ट्र विश्व शान्ति एवं सहयोग के लिए निरन्तर प्रयत्न कर रहा है।

3. It is the duty of the legislators to attempt to assure people that public interest is safe in their hands.

लोगों को यह विश्वास दिलाने का प्रयत्न करना कि जनहित उनके हाथ में सुरक्षित है। विधायकों का कर्तव्य है।

B. Translate the following into Hindi :

The population problem is another major present-day world problem which is a regional Indian problem as well. Population is increasing at an inordinate rate now as a result of our having succeeded in reducing the world's death-rate² without having achieved up to date, a proportionate³ reduction⁴ in the birth-rate⁵. The Indian Government has faced this problem frankly⁶ and has been taking steps to cope with⁷ it. It is a titanic⁸ educational enterprise⁹ to try to convince¹⁰ millions of wives and husbands that they can and should, limit the number of their children.

Hints :

1. inordinate—अत्यधिक, 2. death-rate—मृत्यु-दर, 3. proportionate—आनुपातिक, 4. reduction—कमी, 5. birth-rate—जन्म-दर, 6. frankly—निष्कपटता से, 7. to cope with—का सामना करना, 8. titanic—विशाल, 9. enterprise—उद्यम, 10. to convince—विश्वस कराना

EXERCISE 19

A Study the following English sentences and their Hindi version :

1. If the students are to go on an educational tour, they should submit a detailed programme of the tour.
यदि विद्यार्थियों को शैक्षिक परिभ्रमण के लिए जाना है तो उन्हें उसका विस्तृत कार्यक्रम प्रस्तुत करना चाहिए।
2. If the hospital cannot provide requisite medicines of the poor patients will go without proper treatment.
यदि अस्पताल आवश्यक औषधियाँ नहीं दे सकता तो निधन रोगी उचित चिकित्सा बिना रह जायेंगे।

1. It is the need of the hour to fight disruptive forces.
विघटनकारी शक्तियों का विरोध करना समय की माँग है।
4. There are certain administrative issues that need immediate attention.
कुछ ऐसी प्रशासनिक समस्याएँ हैं जिन पर तत्काल ध्यान देने की आवश्यकता है।
3. Translate the following into Hindi :

The changes in our physical environment require, if they are to bring well-being¹, correlative² changes in our beliefs and habits. If we cannot effect³ these changes, we shall suffer the fate of dinosaurs who could not live on dry land. I think it is the duty of science—I do not say of every individual man of science—to study the means by which we can adapt ourselves to the new world. There are certain things which the world obviously⁴ needs: tentativeness⁵ as opposed to dogmatism⁶ in our beliefs; an expectation of co-operation rather than competition, in social relations; a lessening of envy⁷ and collective⁸ hatred.

Hints :

1. well-being—कल्याण, 2. correlative—सह-सम्बन्धित, 3. to effect—सम्पन्न करना, 4. obviously—स्पष्टतः, 5. tentativeness—प्रायोगिकता, 6. dogmatism—हठधर्मिता, 7. envy—ईर्ष्या, 8. collective—सामूहिक

EXERCISE 20

1. Study the following English sentences and their Hindi version:
1. Frequent disturbance is created in the class by the students who do not take interest in learning.
कक्षा में उन छात्रों द्वारा बारम्बार व्यवधान उत्पन्न किया जाता है जो अध्ययन में रुचि नहीं लेते।
2. Most parents understand when they ought to be strict with their children and what they ought to be doing for their welfare.
बहिष्कांश माता-पिता यह समझते हैं कि उन्हें अपने बच्चों के साथ कब कड़ाई करनी चाहिए और उनके कल्याण के लिए उन्हें क्या करते रहना चाहिए।
3. We saw the volunteers helping the infirm pilgrims in the fair.
हमने स्वयं-सेवकों को मेले में अशक्त तीर्थयात्रियों की सहायता करते हुए देखा।
4. It is hard work that leads to success.
परिश्रम से ही सफलता प्राप्त होती है।

B. Translate the following into Hindi :

All the evil in the world is brought about by persons who are always up and doing², but do not know when they ought to be up nor what they ought to be doing. The devil³, I take it, is still the busiest creature in the universe, and I can quite imagine him denouncing⁴ laziness and becoming angry at the smallest waste of time. In his kingdom, I will wager⁵, nobody is allowed to do nothing, not even for a single afternoon. The world, we all freely admit, is in a muddle⁶, but I for one do not think that it is laziness that has brought it to such a pass⁷.

Hints :

1. to bring about—उत्पन्न करना, 2. are up and doing—काम में जुटे रहते हैं, 3. devil—शैतान, 4. to denounce—भर्त्सना करना, 5. to wager—बाजी लगाना, 6. muddle—अस्तव्यस्तता, 7. such a pass—ऐसी दशा

EXERCISE 21

A. Study the following English sentences and their Hindi version :

1. Adulterated food material ought not to be sold.
मिलावट वाली खाद्य सामग्री नहीं बेची जानी चाहिए।
2. Reference books in the library are not to be issued.
पुस्तकालय की संदर्भ पुस्तकें निर्गत नहीं की जानी हैं।
3. The students who are desirous of participating in the debate should prepare their speeches:
जो विद्यार्थी वाद-विवाद में भाग लेने के इच्छुक हैं उन्हें अपने भाषण तैयार कर लेने चाहिए।

B. Translate the following into Hindi :

The first thing that a scholar should bear in mind¹ is that a book ought not to be read for mere amusement. Half-educated persons read for amusement, and are not to be blamed for it; they are incapable of appreciating² the deeper qualities that belong to a really great literature. But a young man who has passed through a course of university training should discipline³ himself at an early day never to read for mere amusement. And once the habit of discipline has been formed, he will find it impossible to read for mere amusement.

Hints :

1. to bear in mind—याद रखना, 2. to appreciate—रसास्वादन करना, 3. to discipline—अनुशासित करना

EXERCISE 22

A. Study the following English sentences and their Hindi version :

1. The government must find ways to promote export.
सरकार को निर्यात बढ़ाने के उपाय निश्चय करने चाहिए।
2. The doctor is so considerate as to give free medical aid to the poor patients.
यह डाक्टर दूसरों पर इतना ध्यान रखने वाला है कि वह निर्धन रोगियों की निःशुल्क चिकित्सा करता है।
3. It is advisable for unemployed persons to enrol themselves in the employment exchange.
रोजगार लोगों को रोजगार दफ्तर में अपना नामांकन करा लेना उचित है।
4. You cannot learn a language well without using it.
आप किसी भाषा को प्रयोग किए बिना उसे अच्छी-तरह नहीं सीख सकते।

B. Translate the following into Hindi :

The choice of great books must under all circumstances¹ be an individual one. In short, you must choose for yourselves according to the light² that is in you. Very few persons are so many-sided³ as to feel inclined to give their best attention to many different kinds of literature. In the average of cases it is better for a man to confine⁴ himself to a small class of subjects—the subjects best according with his natural powers and inclinations⁵, the subjects that please him. And no man can decide for us, without knowing our personal character and disposition⁶ perfectly well and being in sympathy with it, where our powers lie.

Hints :

1. under all circumstances—हर दशा में, 2. light—ज्योति, 3. many-sided—बहुमुखी, 4. to confine—सीमित रखना, 5. subjects best according with his natural powers and inclinations—विषय जिनका सामंजस्य उसकी प्राकृतिक क्षमताओं और अभिरुचियों से सर्वोत्तम हो, 6. disposition—प्रवृत्ति

EXERCISE 23

A. Study the following English sentences and their Hindi version:

1. There are people who do not absent themselves from office except when they are ill.

कुछ ऐसे लोग हैं जो सिवाय उस समय के जबकि वे बीमार हों कार्यालय में अनुपस्थित नहीं होते।

2. The student has a low achievement for he has opted for the subjects that are not akin to his aptitude.

छात्र की उपलब्धि निम्न स्तर की है क्योंकि उसने ऐसे विषय चुने हैं जो उसकी अभिरुचि से सम्बन्धित नहीं हैं।

3. India avoids armed conflict not because of fear, but because it believes in peaceful negotiations.

भारत सशस्त्र संघर्ष से इसलिए दूर नहीं रहता कि वह भयभीत है बल्कि इसलिए कि वह शान्तिपूर्ण समझौता-वार्ता में विश्वास करता है।

B. Translate the following into Hindi :

There are men who cannot be friends except when they are under an illusion¹ that their friends are perfect, and when the illusion passes there is an end of their friendship. But true friendship has no illusions, for it reaches to that part of a man's nature that is beyond his imperfections² and in doing so it takes all of them for granted³. It does not even assume⁴ that he is better than other men for there is egotism⁵ in assuming that. A man is your friend, not because of his superiorities; but because there is something open from your nature to his, a way that is closed between you and most men.

Hints :

1. illusion—भ्रम, 2. imperfections—कमियाँ, 3. to take something for granted—किसी बात की अवश्यम्भावी मानना, 4. to assume—मानना, 5. egotism—अहंमन्यता

EXERCISE 24

A. Study the following English sentences and their Hindi version :

1. We have to implement new plans.

हमें नई योजनाओं को कार्यान्वित करना है।

2. Some people have ever been superstitious. .
कुछ लोग सदैव अन्धविश्वासी रहे हैं।

3. Everyone should take physical exercises, for it keeps one healthy
हर एक को शारीरिक व्यायाम करना चाहिए क्योंकि इससे व्यक्ति स्वस्थ बना रहता है।

4. Charitable societies collect funds out of which they grant aid for
welfare programmes.
परोपकारी संस्थाएँ धन एकत्र करती हैं जिससे वे कल्याणकारी कार्यक्रमों हेतु अनुदान देती हैं।

3. Translate the following into Hindi :

Perhaps we are living in one of the great ages of mankind and have to pay the price for that privilege¹. For the great ages have been full of conflict and instability², of an attempt to change over from the old to something new. There is no permanent stability and security³ and changelessness⁴ for then life itself would cease. At the most we can seek a relative⁵ stability and a moving equilibrium. Life is a continuous struggle of man against man, of man against his surroundings⁶, a struggle on the physical, intellectual, and moral plane⁷ out of which new things take shape and fresh ideas are born.

Hints :

1. privilege—विशेषाधिकार, 2. instability—अस्थिरता, 3. security—सुरक्षा, 4. changelessness—अपरिवर्तनीयता, 5. relative—आपेक्षिक, 6. surrounding—वातावरण, 7. plane—तल

EXERCISE 25

A. Study the following English sentences and their Hindi version :

1. Guru Nanak founded Sikhism which was a way to unite people of different faiths.
गुरु नानक ने सिख धर्म की स्थापना की जो विभिन्न मतावलम्बियों में एकता स्थापित करने का एक मार्ग था।

2. To Hindus the Ganga is something much more than a river.
हिन्दुओं की दृष्टि से गंगा का महत्व एक नदी से कहीं बढ़कर है।

3. We should study a subject in such a way as to grasp its basic concepts well.

इमें किसी भी विषय का अध्ययन इस प्रकार करना चाहिए कि हम उसकी मूल संकल्पनाओं को भली प्रकार समझ लें।

4. If a misunderstanding developed between friends, they would fall out.
यदि मित्रों के बीच बलतफहमी हो गई तो उनमें अनबन हो जायेगी।

B. Translate the following into Hindi :

The central idea of old Indian civilization, or Indo-Aryan culture was that of 'dharma', which was something much more than religion or creed². It was a conception³ or obligations⁴, of the discharge of one's duties to one's self and to others. This 'dharma' itself was part of 'rita', the fundamental moral law governing the functioning of the universe and it contained. If there was such an order, then man was supposed to fit into it⁵ and he should function in such a way as to remain in harmony⁶ with it. If man did his duty and was ethically⁷ right in his action, the right consequences⁸ would inevitably follow⁹.

Hints :

1. religion—धर्म 2. creed—पन्थ, 3. conception—संकल्पना,
obligation—कर्तव्य, 5. man was supposed to fit into it—मनुष्य
उसमें समायोजित होने की अपेक्षा की जाती है, 6. harmony—सामंजस,
ethically—नैतिक रूप से, 8. consequence—परिणाम, 10. would
inevitably follow—अनिवार्यतः निकलेंगे

15. TRANSLATION FROM HINDI TO ENGLISH

EXERCISE I

Study the use of *is/am/are/was/were* carefully :

डॉ० राजेन्द्र प्रसाद भारतवर्ष के पहले राष्ट्रपति थे। वे बहुत विद्वान व बुद्धिमान थे।

Dr. Rajendra Prasad was the first President of India. He was very learned and wise.

जून के महीने में इलाहाबाद में बहुत गर्मी पड़ती है।

Allahabad is very hot in the month of June.

दोपहर के समय सूर्य आग की लाल गेंद की तरह होता है।

At noon the sun is like a red ball of fire.

समुद्र तटीय क्षेत्रों में गर्मी व सर्दी दोनों हल्की होती हैं।

In coastal areas both summer and winter are mild.

रवि के पिताजी दूर के रिश्ते में मेरे चाचा लगते हैं।

Ravi's father is a distant uncle of mine.

पिछली बैठक में पुराने सदस्यों में से एक भी उपस्थित नहीं था। यहाँ तक कि पुराने अध्यक्ष व मन्त्री भी अनुपस्थित थे।

Not even one of the old members was present in the last meeting.

Even the old president and the secretary were absent.

बापकी सफलता की खबर सुनने के लिये मैं बहुत उत्सुक हूँ।

I am very anxious to hear the news of your success.

हमारे अधिकांश नगरों में जल निकास प्रणाली दोषपूर्ण है।

The drainage system in most of our towns is defective.

इस बूल के लिये क्या आप दोनों ही उत्तरदायी नहीं हैं?

Are both of you not responsible for this mistake?

इन दोनों किताबों में से कौन सी बेहतर है?

Which of these two books is better?

पानी रंगहीन होता है। किन्तु इस बाल्टी में पानी थोड़ा नीला सा है।

Water is colourless. But the water in this bucket is lightly bluish.

या तो हरि या उसका भाई बाहर दरवाजे पर है।

Either Hari or his brother is at the gate outside.

Translate into English :

मेरे पिताजी एक राजकीय विद्यालय में अध्यापक हैं। अब वे 50 वर्ष के हैं।

हमारे की कविताएँ व कहानियाँ बहुत शरल होती हैं। किन्तु हमारे साथी-साथी कोमल

भावनाओं से ओत-प्रोत होती हैं।

3. पण्डित जवाहरलाल नेहरू हृदय से कवि थे। इसके अतिरिक्त वे एक महान चिन्तक भी थे।
4. छिपते हुये सूर्य का रंग कुछ पीला होता है।
5. शीला की माताजी मेरी बहिन लगती हैं।
6. आपको यहां देखकर मैं बहुत चकित हूँ।
7. इन लड़कों में से कोई भी दोषी नहीं है।
8. नैनीताल और मसूरी में से कौन अधिक ठंडा है?
9. दशहरी आम खाने में बहुत मीठा होता है।
10. इस पुस्तकालय में पुस्तकों की संख्या तो बहुत है किन्तु अच्छी पुस्तकें अधिक नहीं हैं।
11. न तो मैं और न ही मेरे पिताजी कल रात घर पर थे।
12. इतने दिन बाद आप से मिल कर मैं बहुत प्रसन्न हूँ।
13. क्या आप रविवार की सुबह खाली नहीं हैं?
14. जनवरी में देहली में बहुत सर्दी पड़ती है।
15. सोना एक मंहगी धातु है। मेरी अंगूठी का सोना शुद्ध नहीं है। इसका एक-तिहाई भाग लोहा है।

1. साथ-साथ—simultaneously, 2. कोमल भावनाओं से ओत-प्रोत—full of tender feelings, 3. हृदय से—at heart, 4. इसके अतिरिक्त—besides, 5. चिन्तक—thinker, 6. दोषी—at fault, 7. खाली—free

EXERCISE 2

Study the use of introductory it :

1. बाहर बहुत अंधेरा है।

It is very dark outside.

2. मेरी घड़ी में अब चार बजे हैं।

It is now 4 o' clock by my watch.

3. आज अत्यधिक गर्मी है।

It is extremely hot today.

4. मार्च का महीना था और हम सब व्यस्त थे।

It was the month of March and all of us were busy.

5. रविवार का दिन था और बच्चे मैदान में थे।

It was Sunday and the boys were in the field outside.

6. यहाँ कभी-कभी मार्च में भी बर्फ पड़ जाती है।

It sometimes snows here in March too

1. कानपुर 50 किमी. है।

It is 50 Kms. to Kanpur.

2. अभी 10 किमी. और चलना है।

It is still 10 Kms. to go.

3. और आगे बढ़ना कठिन था।

It was difficult to proceed further.

4. क्या इतनी देर से आना आप के लिए उचित है?

Is it proper for you to come so late?

Note : (a) It is used to introduce a sentence denoting weather conditions, time, day, month, etc. space, distance and natural phenomena in general.

(b) It is always followed by a verb in the singular (is/was in the case of be-verb)

(c) The use of introductory it is preferred where a to-infinitive is the subject of the verb be.

Translate the following into English :

1. जून का महीना था और लोग गर्मी से परेशान थे।

2. बहुत ही सुहावनी सुबह है।

3. पीने चार बजे हैं और जाने का समय हो गया है।

4. रात्रि में सदी पड़ती है और दिन में गर्मी।

5. चाँदनी रात है और सितारे लगभग अदृश्य हैं।

6. रविवार की सुबह थी और हम सभी खेलने के लिये उत्सुक थे।

7. जल्दबाजी करना बुद्धिमत्ता नहीं होती।

8. ऊँचे शिखरों पर वर्ष भर बर्फ गिरती है।

9. क्या समय पर पहुँचना कठिन है?

10. झूठ बोलना बुरा है।

11. देहली अभी 10 किलोमीटर है।

12. आजकल रोजगार मिलना आसान नहीं है।

1. परेशान—oppressed, 2. सुहावनी—pleasant, 3. पीने चार—a quarter to four, 4.

चाँदनी रात—moon-lit night, 5. अदृश्य—invisible, 6. उत्सुक—eager, 7. जल्दबाजी—

करना—to make haste

Study the use of introductory there :

1. मार्च में 31 दिन होते हैं।

There are 31 days in March.

2. बाहर दरवाजे पर कोई है।

There is somebody at the gate outside.

3. मेरी जेब में अब कुछ नहीं है।

There is nothing in my pocket now.

4. पहले यहां एक कुआँ था।

Formerly there was a well here.

5. यहाँ खाने के लिये कुछ नहीं है। हाँ, पीने के लिए दूध काफी है।

There is nothing to eat here. However, there is plenty of milk to drink.

6. मेरी सहायता करने के लिये क्या कोई नहीं है।

Is there nobody to help me?

Note : Where in a Hindi sentence the subject occurs immediately before the be verb, the translation of such a sentence into English usually starts with an introductory there:

Translate the following into English :

1. क्या बराज¹ में कोई पुस्तक है?
2. बिशाहीन² जीवन में कोई आनन्द³ नहीं होता।
3. बाहर बहुत⁴ शोर है। शायद⁵ कोई समस्या है।
4. निःसन्देह⁶ ही⁷ परमात्मा है।
5. एक बार एक राजा था।
6. क्षितिज⁸ पर घने काले बादल थे।
7. हमारा स्वागत करने के लिए बहुत लोग थे।
8. बचकर निकलना⁹ का कोई रास्ता नहीं है।
9. हमारे सौर-मण्डल¹⁰ में नौ ग्रह¹¹ हैं।
10. मानव शरीर में असंख्य¹² कोशिकाएँ¹² होती हैं।
11. चारों तरफ पानी ही पानी था।
12. इस खबर में कोई सच्चाई नहीं है।

1. बराज—drawers, 2. बिशाहीन—aimless, 3. आनन्द—pleasure, 4. बहुत—a lot of, 5. शायद—probably, 6. निःसन्देह ही—undoubtedly, 7. क्षितिज—horizon., 8. बच कर निकलना—to escape, 9. सौर-मण्डल—solar system, 10. ग्रह—planets, 11. असंख्य—innumerable, 12. कोशिकाएँ—cells.

EXERCISE 3

Study the use of have :

इस लड़के की स्मरण-शक्ति बड़ी तेज है।

This boy has a sharp memory.

मेरे पास एक पुरानी कार है।

I have an old car.

मेरी माताजी का भगवान में बहुत विश्वास है।

My mother has great faith in God.

स्वार्थी लोगों में कोई नैतिक बल नहीं होता।

Selfish people have no (haven't any) moral strength.

हमारे देश में कुछ लोगों के पास अपार धन है किन्तु बहुतों के पास जीवन-निर्वाह के पर्याप्त साधन भी नहीं हैं।

In our country, some people have immense wealth, but many haven't even sufficient means for livelihood.

क्या आपमें सच कहने का साहस नहीं था?

Hadn't you courage to speak the truth.

हमने दोपहर का भोजन एक होटल में लिया।

We had lunch in a hotel.

मेरे सर में बहुत दर्द है।

I have a severe headache.

कल रात मुझे बुखार नहीं था।

I didn't have fever last night.

क्या आपको स्टेशन पहुँचने में कोई कठिनाई नहीं हुई?

Didn't you have any difficulty in reaching the station?

Note : Have as a main verb when used in the sense of possess often functions as an auxiliary. It can form the interrogative by inverting with the subject and can take not with it to form the negative (see sentences 4 & 5). But when have means take, receive or experience, it requires the help of the auxiliary do in the formation of the negative and the interrogative (see sentences 9 & 10).

Translate into English :

1. महात्मा गांधी का अहिंसा में बड़ा विश्वास था।

2. क्या आपके पास मेरे साथ चलने का समय नहीं है?

3. मुझे इस मामले में कुछ नहीं कहना है।
4. बड़े से बड़े लोगों की कुछ कमजोरियाँ होती हैं।
5. इस विद्यार्थी में प्रथम श्रेणी प्राप्त करने की योग्यता है।
6. रूस और अमेरिका दोनों के पास ही आणविक हथियारों का विशाल भण्डार है।
7. नाश्ते में हम बहुधा दूध लेते हैं।
8. मेरी कमर में थोड़ा दर्द है।
9. क्या आपको बैठक में सम्मिलित होने में कोई हिचक है?
10. इन लड़कों में से किसी का भी इस मामले में हाथ नहीं है।
11. इतनी बड़ी रकम जुटाने को मेरे पिताजी के पास कोई साधन नहीं है।
12. क्या रवि को मेरे प्रस्ताव पर कोई आपत्ति है?
13. दूध में भोजन के बहुत से मूल्यवान तत्व होते हैं।
14. मेरे व्यक्तिगत जीवन में दखल देने का आपको कोई अधिकार नहीं है।
15. धनी बनने की मेरी कोई आकांक्षा नहीं है।

1. अहिंसा—non-violence, 2. दृढ़ विश्वास—firm faith, 3. साथ चलना—accompany
 4. आणविक हथियार—nuclear weapons, 5. विशाल भंडार—huge stock pile, 6. हिचक—hesitation, 7. हाथ—hand, 8. जुटाना—raise, 9. प्रस्ताव—proposal, 10. आपत्ति—objection, 11. तत्व—ingredients, 12. दखल देना—interfere, 13. आकांक्षा—ambition

EXERCISE 4

Study the use of **have + to infinitive** :

1. उन दिनों मुझे दवाओं पर बहुत पैसा खर्च करना पड़ता था।
 I had to spend a lot of money on medicines those days.
2. तुम्हें 10 बजे से पहले घर लौटना है।
 You have to come back home before 10 O' clock.
3. नीरज को अपने स्वास्थ्य का और अधिक ध्यान रखना है।
 Neeraj has to be more careful about his health.
4. क्या आपको रोज़ सुबह सवेरे उठना पड़ता है?
 Do you have to get up early every morning?
5. क्या देहली में लोगों को शनिवार को काम नहीं करना पड़ता है?
 Don't people in Delhi have to work on Saturday?
6. परीक्षा पास करने के लिये कठोर परिश्रम करना पड़ता है।
 One has to work hard in order to pass an examination.
7. आपको कुछ समय तक और धैर्य रखना पड़ेगा।
 You have to have patience for some time more.

Translate into English :

1. सफलता प्राप्त करने के लिये कठिन परिश्रम करना पड़ता है।
2. क्या उसे अपने छोटे भाई बहिनों की देखभाल करनी पड़ती थी?
3. क्या तुम्हें यह नम्बा फासला पैदल नहीं तय करना पड़ता?
4. तुम्हें चुनाव-समिति का सामना आत्मविश्वास के साथ करना है।
5. कठिनाइयों के बावजूद हमें धीरज रखना है।
6. अपने लक्ष्य पर पहुँचने के लिये हमें लगातार और पक्के इरादों से काम करना है।
7. मेरे पास पैसे नहीं थे और मुझे दो दिन बिना भोजन के रहना पड़ा।
8. तुम्हें कोई चिन्ता नहीं करनी है। बस शान्तिपूर्वक अपना कर्तव्य करना है।
9. प्रसन्न रहने के लिये भविष्य के विषय में आशावान रहना पड़ता है।
10. सम्मान पाने के लिये तुम्हें दूसरों का सम्मान करना पड़ता है।
11. मुझे इस अवसर पर क्या बोलना है?
12. टीमों के ठहरने और खाने का प्रबन्ध किसे देखना है?

1. देखभाल करना—look after, 2. चुनाव-समिति—selection committee, 3. सामना करना—face, 4. आत्म-विश्वास—self-confidence, 5. बावजूद—despite, 6. पक्का इरादा—firm determination, 7. आशावान—hopeful, 8. ठहरने और खाने का प्रबन्ध—lodging and boarding arrangement, 9. देखना—look after.

EXERCISE 5

Translate the following into English :

भारत का एक शानदार अतीत है। वास्तव में, हमारा देश एक बहुत प्राचीन देश है। संसार के जब अधिकांश देश पिछड़े हुए और गरीब थे, भारतवर्ष की आर्थिक और राजनैतिक व्यवस्था बहुत विकसित थी। चारों ओर सम्पन्नता थी। साथ ही विज्ञान, साहित्य और कलाओं में हमारी प्रगति दुनिया में किसी से कम नहीं थी। मोहनजोदड़ो और हड़प्पा की खुदाई में प्राप्त चीजें हमारी पुरानी सभ्यता और संस्कृति का जीता जागता सबूत हैं। आज तो उस महानता की कल्पना करना भी कठिन है।

किन्तु मध्यकालीन युग में और तत्पश्चात् हमारे लोगों का तेजी से पतन हुआ। उस काल की हमारी तस्वीर बिल्कुल भिन्न है। चारों ओर स्वार्थ और भ्रष्टाचार था। अन्याय और शोषण था। धर्म के नाम पर अत्याचार था। लोगों में एक दूसरे के प्रति कोई प्रेम-भाव नहीं था। हम बँटे हुए थे और इसलिये कमजोर भी। ऐसे देश और समाज को पराजित करना आसान ही था। हमारी लम्बी परतन्त्रता कोई आश्चर्य की बात नहीं थी। अपनी पुरानी भूलों को स्वीकार करना, उन्हें याद रखना, हमारे लिये हितकर ही है।

अब हम स्वतंत्र हैं। हम अपने धर्म के स्वामी हैं। हमारी अपनी सरकार है और अपना

संविधान। किन्तु अब हमारे सामने दूसरी समस्यायें हैं। समस्याओं से हार मानना¹⁸ तो ठीक नहीं है। किन्तु कुछ समस्यायें अवश्य चिन्ता का कारण हैं। प्रमुख हैं—हमारी बढ़ती जनसंख्या और भाषाई और साम्प्रदायिक दंगे¹⁹। हमें इन समस्याओं से जूझना²⁰ है। आज कुछ निराशा सी²¹ है। किन्तु हमें निराशा को आशा में बदलना है। हमें आगे बढ़ना है और एक स्वर्णिम युग²² का श्रीगणेश करना²³ है।

1. शानदार अतीत—glorious past, 2. पिछड़े हुए—backward, 3. विकसित—developed, 4. सम्पन्नता—prosperity, 5. किसी से कम नहीं—second to none, 6. खुदाई—excavations, 7. सभ्यता और संस्कृति—culture and civilization, 8. जीता जागता सबूत—living testimony, 9. कल्पना करना—imagine, 10. मध्यकालीन युग—medieval ages, 11. तत्पश्चात्—afterwards, 12. तेजी से पतन—rapid downfall, 13. बिल्कुल भिन्न—entirely different, 14. अन्याय और शोषण— injustice and exploitation, 15. परतन्त्रता—slavery, 16. स्वीकार करना—confess, 17. अपने भाग्य के स्वामी—masters of our destiny, 18. हार मानना—to accept defeat, 19. भाषाई और साम्प्रदायिक दंगे—linguistic and communal riots, 20. जूझना—grapple with, 21. निराशा सी—a bit of disappointment, 22. स्वर्णिम युग—golden era, 23. श्रीगणेश करना—usher in

EXERCISE 6

Study the use of the base form of the verb and its base/ s/es form :

1. अच्छा अध्यापक सदैव अपने शिष्यों की कठिनाइयों को समझने की चेष्टा करता है।
A good teacher always tries to understand the difficulties of his pupils.
2. मैं कल सुबह जल्दी जाना चाहता हूँ।
I want to leave early tomorrow morning.
3. वन मिट्टी का कटाव रोकने में सहायता करते हैं।
Forests help in checking soil-erosion.
4. मैं आपकी ईमानदारी में बिल्कुल संदेह नहीं करता।
I do not at all doubt your integrity.
5. क्या इस लड़के की शक्ल अपने बड़े भाई की शक्ल से नहीं मिलती है?
Does the face of this boy not resemble that of his elder brother.
6. वस्तुओं का मूल्य काफी हद तक उनकी माँग पर निर्भर करता है।
The price of commodities depends to a great extent on their demand.
7. उसके बेटों में से सबसे छोटा फौज में जाने की इच्छा रखता है।

The youngest of his sons wishes to join the army.

8. आपका मित्र इतना चुप क्यों रहता है?

Why does your friend keep so quiet?

Note : (a) In the simple present tense, with singular 3rd person subjects the verb is used in its base + s/es form. For the rest, the verb remains in its base form.

(b) The interrogative and the negative are formed with the help of the auxiliary do. The verb takes the base form.

(c) There are certain verbs that are not used in the progressive. For a list of such verbs refer to the discussion under the present progressive tense. In the above examples, want, doubt, resemble, depend, wish are such verbs.

Also carefully look at the Hindi sentences given below and their translation into English :

1. जीने में मैं पैरों की आवाज सुन रहा हूँ।

I hear footsteps in the staircase.

2. शायद आप इस खबर पर विश्वास नहीं कर रहे हैं।

Probably, you do not believe in this news.

3. मैं किसी को मैदान पार दौड़ते हुए देख रहा हूँ।

I see somebody running across the field.

4. आपकी समस्या को मैं समझ रहा हूँ।

I understand your problem.

5. क्या आप मेरा नाम भूल रहे हैं?

Do you forget my name?

Translate into English :

1. पौधे बापुमण्डल और मृदा दोनों से मन्त्रजन लेते हैं।

2. गंगा इलाहाबाद में यमुना से मिलती है।

3. मैं रात का खाना देर से खाता हूँ।

4. क्या आप अब भी इस कहानी पर संदेह कर रहे हैं?

5. मैं आपको अंधेरे में नहीं रखना चाहता हूँ।

6. मुझे अब पूरी बात याद आ रही है।

7. उसके बेटों में से एक वकील बनने का इरादा रखता है।

8. नेपोलियन को कौन नहीं जानता?

8. समय गहरे से गहरे जख्मों को भर देता है।
9. कठिन परिश्रम के बाद हर आदमी कुछ आराम चाहता है
10. आर्य समाजी मूर्ति पूजा में विश्वास नहीं रखते।
11. बाहर मैं कुछ शोर सुन रहा हूँ।

1. वायुमण्डल—atmosphere, 2. मृदा—soil, 3. नत्रजन—nitrogen, 4. मिलती है—joins, 5. अंधेरे में रखना—keep in dark, 6. इरादा रखना—intend, 7. गहरे से गहरे जख्म—the deepest wounds, 8. भर देता है—heals, 9. मूर्ति पूजा—idol worship.

EXERCISE 7

Translate into English :

गंगा हिमालय से निकलती है। यह आमतौर से¹ दक्षिण-पूर्व दिशा की ओर² बहती है। लम्बी दूरी तय करके यह बंगाल की खाड़ी में जा गिरती है। ऋषिकेश तक गंगा पहाड़ों में बहती है किन्तु इसके बाद यह मैदानों में आ जाती है। इलाहाबाद में इसकी मुख्य सहायक नदी³ यमुना इससे मिल जाती है। सर्दी में गंगा पानी की एक संकरी धारा⁴ बन जाती है। किन्तु बरसात में यह अपने किनारों से बाहर बहने लगती है⁵। अन्य कई नदियाँ भी हिमालय से निकलती हैं। किन्तु लोग सबसे अधिक महत्व गंगा को ही देते हैं। हिन्दू लोग उसकी पूजा करते हैं। गंगा के पश्चिम में यमुना भी हिमालय से निकलती है। किन्तु यह दूसरा यद्यपि समानान्तर⁶ पथ⁶ धारण करती है। यमुना हरिद्वार और ऋषिकेश से होकर नहीं बहती। यह दिल्ली और आगरा से होकर निकलती है।

1. आमतौर से—generally, 2. दक्षिण-पूर्व दिशा की ओर—towards the south-east, 3. सहायक नदी—tributary, 4. संकरी धारा—narrow stream, 5. बाहर बहने लगना—overflow, 6. समानान्तर पथ—parallel course

EXERCISE 8

Study the use of *be is, am, are, was, were + verb in the ing form* :

1. देखो, वह कार अब बायें की ओर मुड़ रही है।

Look, the car is now turning to the left.

2. परिवार के सभी सदस्य बाहर घास के मैदान में बैठे हुए थे।

All the members of the family were sitting in the lawn outside.

3. सब से दूर वह अकेला खड़ा हुआ था।

Away from all he was standing alone.

4. प्रत्येक आदमी आपक भाषण की प्रशंसा कर रहा है।

Everybody is praising your lecture.

5. कुछ आवारा पशु आपके बगीचे में घूम रहे हैं।
Some stray cattle are roaming in your orchard.
6. क्या आप ध्यान से नहीं सुन रहे थे?
Were you not listening attentively?
7. मैं दूर बर्फ से ढकी चोटियों को देख रहा हूँ।
I am looking at those distant snow-clad peaks.
8. यह रहस्य आप मुझसे क्यों छिपा रहे थे?
Why were you hiding this secret from me?

Translate into English :

1. आप जानबूझकर¹ मेरी आज्ञा की अवहेलना कर रहे हैं²।
2. नदी में पानी का स्तर तेजी से³ से बढ़ रहा है।
3. उस रात मैं ऊपर के कमरे में⁴ सोया हुआ था।
4. उनमें से कोई भी यहाँ ठहरा हुआ नहीं है।
5. मेरी पड़ोसिन सदैव अपने बच्चों की शोखी बघारती रहती है।
6. शिक्षाविद्⁵ आजकल नई शिक्षा नीति पर चर्चा कर रहे हैं⁶।
7. कल शाम वे लोग इस पेड़ के नीचे क्यों खड़े थे?
8. क्या आपका दोस्त मेरी बुराई कर रहा था⁷।
9. कुछ पर्यटक⁸ सुबह वाली गाड़ी से आ रहे हैं।
10. पिछली रात बहुत तेज बरसात हो रही थी।
11. मैं अपना बटुआ ढूँढ़ रहा हूँ⁹।
12. मरीज की दशा धीरे-धीरे¹⁰ सुधर रही है।

1. जानबूझकर—deliberately, 2. अवहेलना करना—disobey, 3. तेजी से—rapidly, 4. ऊपर का कमरा—the room upstairs 5. शिक्षाविद्—the educationist, 6. चर्चा करना—discuss, 7. बुराई करना—speak ill of, 8. पर्यटक—tourists, 9. ढूँढ़ना—search for, 10. धीरे-धीरे—gradually.

EXERCISE 9

Translate into English :

आजकल खेती एक प्रकार का व्यवसाय है। अच्छी फलस लेने के लिये किसान को पर्याप्त साधनों¹ और धन की आवश्यकता होती है। साधनों व धन की कमी² के कारण समझदार³ व कठिन परिश्रम करने वाला किसान भी दूसरे साधन-सम्पन्न⁴ किसानों से पिछड़ जाता है⁵। सहकारी समितियों⁶ बैंकों द्वारा सरकार ऐसे जरूरतमन्द⁷ किसानों की सहायता करने का प्रयास कर रही है। ये समितियाँ सस्ते ब्याज की दर पर⁸ किसानों को ऋण देती हैं। किन्तु कुछ

विवेकहीन¹⁰ कर्मचारी सहायता के नाम पर किसानों का शोषण भी कर रहे हैं।¹¹ किसानों के स्थान पर ये लोग अपनी ही स्वार्थ-पूर्ति कर रहे हैं।¹² बेचारा किसान गरीबी के बोझ के नीचे कराह रहा है।¹³ और भ्रष्ट लोग उसकी मजबूरी¹⁴ का अनुचित लाभ¹⁵ उठा रहे हैं। सरकार यदा-कदा¹⁶ ऐसे लोगों के विरुद्ध कार्यवाही भी करती है।¹⁷ किन्तु स्थिति कुछ सुधरती प्रतीत नहीं होती। अब तो किसानों को ही ऐसे लोगों के चंगुल में फँसने¹⁸ से बचना है।

1. एक प्रकार का—a sort of, 2. पर्याप्त साधन—sufficient means, 3. कमी—dearth,
4. समझदार—sensible, 5. साधन-सम्पन्न—well-to-do, 6. पिछड़ जाना—lag behind,
7. सहकारी समितियाँ—co-operative societies, 8. जरूरतमन्द—needy, 9. सस्ते ब्याज की दर पर—at a low rate of interest, 10. विवेकहीन—unscrupulous, 11. शोषण करना—exploit, 12. अपनी स्वार्थपूर्ति करना—serve one's selfish ends, 13. कराहना—groan, 14. मजबूरी—helplessness, 15. अनुचित लाभ उठाना—take undue advantage of, 16. यदा-कदा—now and then, 17. कार्यवाही करना—take action
18. चंगुल में फँसना—fall in trap

EXERCISE 10

Study the use of the simple past form (-ed form) of the verb :

1. पिछली रात बहुत जोर की बरसात हुई।
It rained very heavily last night?
2. मेरी चिट्ठी क्या आपको पिछले ही हफ्ते मिल गई थी?
Did you get my letter last week?
3. अकबर विद्वानों और कलाकारों का बहुत सम्मान करते थे।
Akbar respected the learned people and the artists very much.
4. मैं तो यह खबर दो दिन पहले ही सुन चुका हूँ।
I heard this news two days ago.
5. डा. नारमन बोरलाग को नोबेल पुरस्कार कई वर्ष पहले ही मिल चुका है।
Dr. Norman Borlaug got the Nobel Prize several years ago.
6. 1965 के भारत-पाक युद्ध के दौरान श्री लाल बहादुर शास्त्री ने अनेक अग्रिम चौकियों का दौरा किया।
During the Indo-Pak War of 1965, Shri Lal Bahadur Shastri visited several forward posts.
7. हमारे पहले प्रधानाचार्य हमारी कक्षाओं का बहुधा निरीक्षण करते थे।
Our previous principal often inspected our classes.
8. आपने इस तथ्य का जिक्र पहले क्यों नहीं किया?
Why didn't you mention this fact before?

9. आपके समय में हाईस्कूल कक्षाओं को अंग्रेजी कौन पढ़ाते थे?

Who taught English to the High School classes in your days?

10. चीन में साम्यवादी सरकार हमारी आजादी के बाद आई।

The Communist Government took over in China after our independence.

Note : The Simple Past form or the -ed form of the verb is used to indicate an activity in the past that has no longer any connection with the present. The past activity might have taken place at a particular point of time or over a period of time. The past activity is usually indicated by a past time adverbial. It may also be indicated by a past time context or situation. Notice that the Simple Past form of the verb does not take any auxiliaries with it. The auxiliary *do*, is, however, needed to form the interrogative & the negative. The verb, then, takes its base form.

Translate into English :

1. श्रीमती इन्दिरा गांधी ने देश की एकता और अखण्डता के लिये अपने जीवन को न्योछावर कर दिया।²
 2. प्रधानमंत्री अपना विदेश यात्रा से कल ही लौटकर आये हैं।
 3. हमारे अंग्रेजी के अध्यापक पिछले ही सप्ताह इंग्लैण्ड गये हैं।
 4. प्राचीन यूनानी लोग अनेक देवी-देवताओं की पूजा करते थे।
 5. क्या आप ही ने थोड़ी देर पहले दरवाजा खटखटाया था?
 6. भारत में आर्य कहाँ से आये?
 7. कठिनाइयों और असफलताओं के बावजूद, स्वतन्त्रता सेनानियों ने हार नहीं मानी।
 8. आप से मिलने रात को कौन आया था?
 9. मैं पिछले हफ्ते यह फिल्म देख चुका हूँ।
 10. युद्ध के दिनों में हम अपने मकान की खिड़कियाँ बन्द रखते थे।
 11. चीन ने भारत पर 1962 में आक्रमण किया।
 12. महात्मा गांधी ने हरिजनों की बर्शा सुधारने के लिये बहुत कुछ किया।
1. एकता और अखण्डता—unity and integrity, 2. जीवन न्योछावर करना—lay down one's life 3. प्राचीन यूनानी लोग—the ancient Greeks, 4. दशा सुधारना—improve the lot of, 5. बहुत कुछ—a lot

EXERCISE 11

Study the use of the simple past form and the use of be (was/were) + verb in the—ing form:

1. जहाज डूब रहा था और सभी नाविक व यात्री नौकाओं में कूद गये। किन्तु कप्तान ने जहाज छोड़ने से इन्कार कर दिया।

The ship was sinking, and all the sailors and the passengers jumped into the boats. But the captain refused to leave the ship.

2. जब अगली सुबह पर्वतारोही अपने दूसरे पड़ाव की ओर रवाना हुए तो तेज हवा चल रही थी और बर्फ गिर रही थी।

Next morning, when the mountaineers set out towards their second camp, it was blowing very hard and snowing.

3. जब वह वृद्ध अपने स्नानागार में स्नान कर रहा था तो वह फिसल गया और गिर गया।

When that old man was taking bath in his bathroom, he slipped and fell down.

4. जब गाड़ी स्टेशन के निकट धीरे हो रही थी तो डाकू लोग गाड़ी से कूद गये और अंधेरे में गायब हो गये।

The robbers jumped off the train and disappeared into darkness when it was slowing down near the station.

5. जब चन्द्रशेखर आजाद अल्फ्रेड पार्क में बैठे हुए थे पुलिस ने उन्हें घेर लिया।

Chandra Shekhar Azad was sitting in the Alfred Park when the police surrounded him.

EXERCISE 12

Translate into English :

जब रात्रि में मैं ऊपर के कमरे में सोया हुआ था तो टेलीफोन की घंटी बजी। मैं जाग गया। जैसे ही मैं नीचे टेलीफोन सुनने के लिये जा रहा था तो मैंने दरवाजे के बाहर कुछ अजीब सा शोर सुना। ऐसा लगा जैसे कि कोई महिला रो रही हो और लोग उसकी समस्या जानने की कोशिश कर रहे हों। मैं तुरन्त दरवाजे की ओर गया और दरवाजा खोला। जब मैं भीड़ की ओर बढ़ रहा था तो पुलिस की एक गाड़ी वहाँ आकर रुकी। शोर कुछ कम हुआ और लोग तितर-बितर होने लगे। वह महिला अब भी जोर-जोर से चिल्ला रही थी। पूछने पर उसने अपनी दुख भरी कहानी सुनाई। पुलिसकर्मी उस महिला को अपने साथ ले गये और मैं भी दुखी मन और भारी कदमों के साथ घर लौटा।

1. टेलीफोन की घंटी बजी—the telephone rang, 2. जैसे कि—as if, 3. कम होना—subside, 4. तितर-बितर होना—disperse, 5. पूछने पर—on enquiry, 6. दुख भरी कहानी—woeful tale, 7. सुनाना—narrate, 8. दुखी मन—a sad heart, 9. भारी कदम—heavy footsteps.

EXERCISE 13

Study the use of **has/have/ + verb in the past participle form** :

1. मैं सुबह से चार प्याले चाय पी चुका हूँ।

I have taken four cups of tea since morning.

2. मुझे जिस चिट्ठी की प्रतीक्षा थी आ चुकी है।

The letter, I was waiting for, has arrived.

3. क्या आपने भी आई. आई. टी. में प्रवेश के लिये आवेदन किया है?

Have you also applied for admission to I.I.T?

4. नीरज मुझे बहुत दिनों से नहीं मिला है।

I haven't met Neeraj for many days.

5. मैंने इस वर्ष दो बार ताजमहल देखा है।

I have seen the Taj Mahal twice this year.

6. सलीम अन्तर-विश्वविद्यालय खेलों में पहले ही भाग ले चुका है।

Salim has already participated in the Inter-University games.

7. मेरी माताजी अब तक कई तीर्थ स्थानों पर जा चुकी हैं, किन्तु वे बद्रीनाथ कभी नहीं गई हैं।

My mother has been to several holy places so far, but she has never been to Badrinath.

8. बीमारी के कारण वह पिछले एक महीने से स्कूल नहीं गया है।

He has not attended school because of his illness for the last one month.

Note : Whereas the simple past form of the verb is used to indicate some activity purely in the past with no connection in the present, the use of **has/have + verb in the past participle form** denotes some activity in the past with results in the present. There are many past time adverbials which are used only with the simple past form of the verb. Some adverbials indicating recent past or past extending up to the present are typically used with **has/have + verb in the past participle form**. There are some adverbials common to both. For more about such adverbials, students are required to refer to the difference between **since** and **for** with the construction **has/have + verb in the past participle form** :

Translate into English :

1. मैंने रवि के पिताजी को अपनी सहायता का आभार ज्ञापन दे दिया है।

2. आप जब पिछली बार मुझसे मिले तब से कुछ हल्के हो गये हैं।
 3. मानव ने विज्ञान के क्षेत्र में महत्वपूर्ण प्रगति की है।
 4. आपने अनावश्यक रूप से अपने को इस मामले में उलझा लिया है।
 5. भारतवर्ष अब तक पाँच पंचवर्षीय योजनाएं पूरी कर चुका है।
 6. आप जैसा भुलक्कड़ आदमी मैंने दूसरा नहीं देखा है।
 7. वह अपनी बीमारी से हाल ही में उठा है और अभी बाहर जाना प्रारम्भ नहीं किया है।
 8. यह घर हमने 1970 में बनाया। तब से हम इसी में रहते हैं।
 9. नेहरू जी ने डिसकवरी आफ इण्डिया नामक पुस्तक तब लिखी जब वे जेल में थे। इस पुस्तक में उन्होंने भारत के इतिहास के विभिन्न पहलुओं पर प्रकाश डाला है।
 10. मुझे राकेश से मिले दो वर्ष से अधिक बीत गये हैं।
 11. मेरा बड़ा भाई बंगलादेश युद्ध के दौरान फौज में भर्ती हुआ। अब तक वह दो युद्धों में भाग ले चुका है।
 12. क्या सरला इस सप्ताह बम्बई होकर आई है?
 13. क्या आपने इस विषय में अपने परिवार के सदस्यों से चर्चा नहीं की है?
 14. मेरी माता ने भूत-प्रेतों में कभी विश्वास नहीं किया है।
 15. क्या मैंने आपकी ईमानदारी पर कभी संदेह किया है?
 16. आपके जाने के बाद हमने आपको अक्सर याद किया है।
 17. इस लड़के को अब तक कोई नौकरी नहीं मिली है।
 18. हमने बहुत बलिदानों के बाद युद्ध जीता है।
1. सहायता का आश्वासन देना—assure of help, 2. पिछली बार—last time, 3. हल्का होना—reduce, 4. महत्वपूर्ण—significant, 5. अनावश्यक रूप से—unnecessarily, 6. उलझना—involve (oneself), 7. भुलक्कड़ आदमी—a man of forgetful nature, 8. बीमारी से उठना—recover from illness, विभिन्न पहलु—different aspects

EXERCISE 14

Translacte into English :

जब 25 वर्ष पहले मैं इस नगर में आया तो कस्बे के नाम पर बस एक बड़ा सा गाँव था। हम लोगों ने दूसरी मंजिल पर एक छोटा सा मकान किराये पर लिया। काफी लम्बे समय तक हम इसमें रहे किन्तु फिर हमने उसे छोड़ दिया। 1970 के बाद मैंने इस घर के कमरों को खुले हुए और हवादार बनाने की कोशिश की है। बराबर में हरियाली के लिये थोड़ी सी जगह खाली छोड़ी है। शुरू में हमने पानी के लिये हाथ का नल लगाया। किन्तु अब नगरपालिका ने हमारी कॉलोनी के प्रत्येक घर तक पानी पहुँचा दिया है। दो वर्ष तक तो पूरे घर में हम ही रहे किन्तु अब पिछले 5 साल से हमने दो कमरे किराये पर दे दिये हैं। इस मकान पर मेरा काफी खर्चा हुआ है। किन्तु पिछले कुछ वर्षों में भारतीय स्वामित्व के दाम और बढ़े हैं। सभी चीजें और महँगी

बढ़ गई हैं। मैंने अब आगे और निर्माण न करने का निश्चय किया है।

1. खुले हुए—spacious, 2. हवादार—airy, 3. हरियाली—greenary, 4. किराये पर
 भा—rent out, 5. मेरा खर्चा हुआ है—has cost me, 6. इमारती सामान—building
 material, 7. और—further, 8. और मंहगी—costlier

EXERCISE 15

Study the use of **has/have/had + been + verb** in the **ing** form :

1. लम्बे समय से मनुष्य प्रकृति के रहस्यों को जानने की चेष्टा करता रहा है।
 Man **has been striving** to know the secrets of nature for a long time.
 2. हम महीनों से इस नाटक के लिये तैयारियाँ कर रहे हैं।

We **have been preparing** for this play for months.

3. मैं 1959 से इसी कालेज में अंग्रेजी पढ़ा रहा हूँ।

I **have been teaching** English in this college since 1959.

4. क्या आपके पड़ोसी आपकी परेशानी में आपकी सहायता नहीं करते रहे हैं?

Have your neighbours **not been helping** you in your difficulty.

5. शीला लगातार हमारे यहाँ आती रही है।

Sheela **has been visiting** us regularly.

6. यह लड़का कई दिन से उदास है।

This boy **has been sad** for several days.

7. उस रोज मैं सुबह से ही अपने बगीचे में काम कर रहा था।

That day I **had been working** in my orchard since morning.

8. हम पर आक्रमण करने से पहले चीन युद्ध के लिये वर्षों से तैयारी कर रहा था।

Before attacking us China **had been preparing** for war for years.

Note : (a) The construction **has/have + been + verb** in the **ing** form is used to indicate an activity that started in the past and has continued upto the present moment. The activity is seen to be still in progress and incomplete. Note the use of **for/since** with this construction.

(b) There are a number of stative verbs which do not show some thing in progress. They are, therefore, not used with the progressive. Students are required to refer to the discussion on these verbs under the Simple Progressive tense.

(c) The construction **had, been, verb** in the **ing** form is used to express some activity that was in progress, continued for some time and

ended, all in the past.

Translate into English :

1. इस वर्ष अब्दुल हाकी का अभ्यास करता रहा है।
 2. मैं पिछले कुछ दिनों से रसायन शास्त्र के प्रश्न-पत्र के लिये तैयारी कर रहा हूँ। किन्तु अब तक मैंने केवल दो ही अध्याय समाप्त किये हैं।
 3. महीनों से मैं आपसे मिलने की चेष्टा कर रहा हूँ। सम्भवतः आपको अब तक यह किसी बताया नहीं है।
 4. बहुत से लोग बार-बार राजनीति में अपनी बफादारी बदलते रहे हैं। अब नये कानून उन्हें दल बदलने से रोक दिया है।
 5. मेरी माताजी पिछले एक सप्ताह से अजीर्ण से पीड़ित हैं।
 6. कुछ दिनों से मैं आपके स्वास्थ्य के विषय में चिन्तित हूँ।
 7. मैं आपको अक्सर चिट्ठी लिखता रहा हूँ। मैंने हमेशा आपकी आदतों को पसन्द किया है।
 8. यह लड़का वर्षों से तरह-तरह के मुकाबले की परीक्षाओं में बैठता रहा है। अन्त में उसने सफलता प्राप्त कर ली है।¹
 9. तभी से मैं आपके अपमान को भूल नहीं पाया हूँ।
 10. क्या आप दिन भर रेडियो पर क्रिकेट की कमेंट्री नहीं सुनते रहे हैं?
 11. 1970 से हम इलाहाबाद में ही रह रहे हैं।
 12. क्या किसी ने मेरे छोटे भाई को देखा है? हम घंटों से उसको ढूँढ रहे हैं।
 13. उस सुबह घंटों तक हम तुम्हारी प्रतीक्षा करते रहे थे।
 14. आगरा जेल से निकलने के पहले शिवाजी वर्षों तक मुगल सेना से लड़ते रहे थे।
 15. अपनी मृत्यु से पूर्व वह वृद्धा लम्बे समय तक मलेरिया से बीमार रही थी।
1. बफादारी बदलना—change loyalties, 2. अजीर्ण—indigestion, 3. मुकाबले की परीक्षा—competitive examination, 4. प्राप्त करना—achieve

EXERCISE 16

Study the use of **had+verb in the past participle form** :

1. लतीफ जब मैदान पर पहुँचा तो खेल प्रारम्भ हो चुका था।
The game **had started**, when Latif reached the field.
2. आपके सूचित करने से पहले ही मुझे इस घटना का पता चल गया था।
I **had learnt** about this incident much before you informed me.
3. उसे अपने किये पर अफसोस था।
He was sorry for what he **had done**.
4. अच्छा होता यदि तुम थोड़ी और विनम्रता से पेश आते।
I wish you **had behaved** a bit more politely.

5. मैं अपना वाक्य भी पूरा नहीं कर पाया था कि रमेश ने जोर-जोर से बोलना शुरू कर दिया।

I hadn't even completed my sentence, when Ramesh started talking loudly.

6. यदि हम आपस में न लड़ते तो हमारा देश बहुत पहले स्वतंत्र हो जाता।

If we had not fought among ourselves, our country would have become free long before.

Note : The construction **had + verb** in the **past participle** form is used to describe an action completed before some other past action or moment we have in mind. It is also used to describe some unrealised desire related to the past. In conditional clauses it is used to express some activity in the past that did not happen.

Translate into English :

1. जब सभी बोल चुके तो अध्यक्ष ने अपना भाषण दिया¹।
2. मेहमानों के आने से पहले हमने सभी प्रबंध² पूरे कर लिये थे।
3. ज्यों ही बरसात थमी, बच्चे मैदान में निकल पड़े।
4. अच्छा होता यदि मैं आपकी चाल³ पहले ही समझ जाता।
5. जब हमने पहाड़ी पर चढ़ना प्रारम्भ किया तो हमारा अग्रिम दल⁴ अगले पड़ाव पर पहुँच चुका था।
6. रसद⁵ पहुँचने से पहले हमारी टुकड़ी⁶ शत्रु का आगे बढ़ना⁷ रोक चुकी थी।
7. इससे पहले कि अंग्रेज भारत से गये वे हमारे आर्थिक आधार⁸ को काफी हद तक⁹ क्षति पहुँचा चुके थे¹⁰।
8. क़ाश¹¹ कि मैं आपको वह सब कुछ न बताता।
9. आपके इस भूल करने से पूर्व ही क्या मैंने सतर्क नहीं किया था¹²?
10. इससे पूर्व कि विद्यार्थियों ने अपने नये अध्यापक का स्वागत किया उन्होंने अपने पुराने अध्यापक को शानदार विदाई दी¹³।
11. यदि शिवाजी निहत्थे¹⁴ होते, तो अफजल खाँ उन्हें मार देता।
12. यदि कर्मचारियों ने अपना पूर्ण सहयोग दिया होता, तो राष्ट्रीयकृत बैंक लोगों की आर्थिक सेवा कर पाते।

भाषण देना—deliver a speech, 2. प्रबंध—arrangements, 3. चाल—trick, 4. अग्रिम दल—advance party, 5. रसद—supply, 6. टुकड़ी—troops, 7. आगे बढ़ना—advance, 8. आर्थिक आधार—economic basis, 9. काफी हद तक—to a great extent, 10. क्षति पहुँचाना—damage, 11. क़ाश—I wish, 12. सतर्क करना—caution, 13. विदाई देना—bid farewell, 14. निहत्थे—unarmed

EXERCISE 17

Study the use of may :

1. आप कुछ अस्वस्थ लगते हैं। आप मेरी सीट ले सकते हैं।

You appear to be unwell. You may take my seat. (permission)

2. क्या मैं अब थोड़ा सा आराम कर : ?

May I have some rest

3. रेखा अब तक नहीं आई है। शायद वह अस्वस्थ हो।

Rekha hasn't arrived yet. She may be unwell. (present possibility of something happening now)

4. सम्भवतः अनिल आपकी प्रतीक्षा पुस्तकालय में कर रहा हो।

Anil may be waiting for you in the library. (present possibility of something happening now)

5. नीरज का कोई पता नहीं है। शायद वह किसी परेशानी में हो।

There is no trace of Nceraj. He may be in some difficulty. (present possibility of something happening now)

6. छाता ले जाओ। वर्षा हो सकती है।

Take an umbrella. It may rain. (present possibility of something happening in future).

7. शायद वह बैठक की तिथि भूल गया हो।

He may have forgotten the date of the meeting. (possibility of something happening in past)

8. परमात्मा करे आप अपनी बीमारी से शीघ्र ठीक हों।

May you soon recover from your illness. (wish)

Note : May, we have seen, is used to express permission, possibility or a wish. The idea of possibility conveyed by Hindi words like शायद, सम्भवतः etc. can be expressed by may in English. In that case there is no need to translate such words into English separately.

Translate into English :

सुधीर : बहुत देर हो गई है। बारात अभी तक नहीं आई है।

नीरज : सम्भव है वे लोग अपने यहाँ से ही देर में चले हों।

सुधीर : शायद उनकी बस खराब हो गई होगी या फिर वे लोग नाश्ते आदि के लिए रुकते हैं।

नीरज : आपकी बात ठीक हो सकती है। हम किसी को बस-स्टैंड पर पता लगाने से ज़रा

पंक्ज को बस-स्टैण्ड भेजो। वह चाहे तो मेरा स्कूटर ले जा सकता है।

सुधीर : सम्भव है बारात बस स्टैण्ड पर पहुँच गई हो। शायद वे हमारे आदमी की प्रतीक्षा कर रहे हैं।

नीरज : चिन्ता की कोई बात नहीं है। अभी हम एक घंटा और प्रतीक्षा करेंगे इस समय में बारात आ सकती है।

सुधीर : मनोज ने बताया है कि दो तीन कार अभी आई हैं। शायद बारात की हों। एक अपरिचित व्यक्ति हमारे घर की ओर आ रहा है। सम्भव है यह बारात वालों की ओर से ही कोई हो।

नीरज : नहीं ये तो पूनम के पिताजी हैं। शायद वे बस-स्टैण्ड की ओर से ही आ रहे हों। उनके पास सही सूचना हो सकती है।

सुधीर : किसी ने अभी बताया है कि बारात शहर में प्रवेश कर चुकी है। परमात्मा करे यह सूचना ठीक हो।

नीरज : अब हम उनके भोजन आदि की सैयारी करेंगे। बारात अब किसी भी क्षण यहाँ पहुँच सकती है।

1. अपने यहाँ से—from their place, 2. खराब होना—go out of order, 3. बारात में—belong to the marriage party, 4. अपरिचित—unfamiliar, 5. किसी भी क्षण—any moment.

EXERCISE 13

Study the use of can:

1. मैं फ्रांसीसी भाषा समझ सकता हूँ किन्तु बोल नहीं सकता।

I can understand French but I can't speak it. (ability)

2. पासपोर्ट के बिना आप विदेश यात्रा नहीं कर सकते।

You can't travel abroad without a passport. (permission)

3. राधा कभी झूठ नहीं बोलती। उसकी सूचना भी इसीलिये गलत नहीं हो सकती।

Radha never tells a lie. Her information, therefore, cannot be wrong. (possibility)

4. क्या अगली साल आम चुनाव हो सकते हैं?

Can there be general elections next year. (asking about possibility)

5. मेरे पिताजी सदैव सुबह उठते हैं। वे इस समय सोते हुए नहीं हो सकते।

My father always rises early. He can't be sleeping at this moment. (impossibility)

6. छात्रावास गर्मी की छुट्टियों में खला रहेगा। आप छुट्टी भर छात्रावास में ही ठहर सकते

The hostel will remain open during the summer holidays. You can stay in the hostel throughout the vacations. (permission)

Note : Can is used to express ability, permission or possibility. Can is used in place of may when the speaker is fairly certain about the possibility of something happening. can't/cannot is used to express impossibility and negation of permission. Can, not may, is used to ask about possibility.

Translacte into English :

1. एक अच्छा घावक इस फासले को पाँच मिनट में तय कर सकता है।
2. प्रगति की वर्तमान दर से² भारत आने वाले³ दस वर्षों में लड़ाकू विमानों के निर्माण⁴ में आत्म-निर्भर⁵ हो सकता है।
3. मिट्टी के तेल की अब कोई कमी⁶ नहीं है। अब आपको यह सरकारी उचित मूल्य की दुकानों⁷ से मिल सकता है।
4. क्या आप और थोड़ी देर प्रतीक्षा नहीं कर सकते?
5. आप डाक्टर साहब से सायं 4 बजे के बाद मिल सकते हैं।
6. पुस्तकालय से समाचार-पत्रों को आप घर नहीं ले जा सकते।
7. बिना लाइसेन्स के कोई भी व्यक्ति बन्दूक नहीं रख सकता।
8. मैंने सभी प्रश्न हल किये हैं। मैं परीक्षा में फेल नहीं हो सकता।
9. गन्दे लड़कों के संगति⁸ में आप बुरी आदतों में पड़ने से नहीं बच सकते।
10. बच्चा घर से नहीं गया है। वह छत पर हो सकता है।
11. अब्दुल सच्चा⁹ व्यक्ति है। आप उसकी बात¹¹ का विश्वास कर सकते हैं।
12. क्या आप इस वाक्य का अंग्रेजी में अनुवाद कर सकते हैं?

1. तय करना—cover. 2. वर्तमान दर से—at the present rate. 3. आने वाले—coming. 4. निर्माण—manufacture. 5. आत्म-निर्भर—self-reliant. 6. कमी—shortage. 7. उचित मूल्य की दुकान—fair price shop. 8. संगति—company. 9. बचना—escape. 10. सच्चा—truthful. 11. बात—word

EXERCISE 19

Topic : the use of must :

1. आयकर दाताओं को अपना आयकर समय से जमा करना चाहिए।
The income-tax payers must deposit their income-tax in time.
2. अपने वृद्ध माता-पिता की हमें अवश्य देखभाल करनी चाहिये।
We must look after our aged parents.

3. सरला ने अंग्रेजी में विशेष योग्यता प्राप्त की है। उसने सभी प्रश्नों के बहुत अच्छे उत्तर लिखे होंगे।

Sarla has got a distinction in English. She must have written very good answers to all the questions.

4. माया के पति हर दो तीन साल में अपनी कार बदल देते हैं। वे अवश्य ही बहुत धनी होंगे।
Maya's husband change his car every two or three years. He must be very rich.

5. हमारे पड़ोसी के तीन बच्चे आवासीय संस्थाओं में अध्ययन कर रहे हैं। ये लोग अपने बच्चों की शिक्षा पर काफी धन खर्च कर रहे होंगे।
Three of our neighbour's children are studying in residential schools. These people must be spending a lot of money on their children's education.

6. शत्रु को हमारी गश्ती टुकड़ी के रास्ते का पता नहीं चलना चाहिये।
The enemy mustn't know the route of our patrol party.

7. क्या मुझे बस से जाना चाहिये? नहीं, तुम्हें ऐसी आवश्यकता नहीं है।
Must I go by bus? No, you needn't.

8. क्या मुझे भी बोलने की आवश्यकता है? हाँ तुम्हें भी बोलना चाहिये।
Need I also speak? Yes, you must.

Note : Must is used to denote what is necessary (sentence 1), to express some obligation (sentence 2), or something which logically follows from some other thing (sentences 4 & 5). Must + have + past participle expresses what according to logic actually happened (sentence 3). Must not (mustn't) is used to express what is forbidden (sentence 6). The positive answer to need is must and the negative answer to must is needn't (sentence 7 & 8). Note that the idea of certainty expressed in Hindi by अवश्य, निश्चय ही etc. can be conveyed by must in English.

Translate into English :

1. आप बहुत बीमार लगते हैं। आपको तुरन्त डाक्टर की सलाह लेनी चाहिये।
2. पाँच बज गये हैं। जी.टी. एक्सप्रेस अवश्य ही स्टेशन पर आ गई होगी।
3. आज हमारे कॉलेज का सिटी-क्लब से हाकी मैच है। इस समय दोनों टीमों अवश्य ही मैदान में होंगी।
4. बुझाये के लिये हमें कुछ न कुछ अवश्य बचाना चाहिये।
5. यदि आप विदेश जाना चाहते हैं तो आपके पास पासपोर्ट होना ही चाहिये।
6. यदि आपको प्रथम श्रेणी प्राप्त करनी है तो आपको कठिन परिश्रम तो करना ही चाहिये।

7. नीरज ने भाला फेंकने की प्रतियोगिता में नया कीर्तिमान बनाया है। उसने लम्बे समय तक भाला फेंकने का अभ्यास किया होगा।
 8. मनीष सदा सच बोलता है। इसलिये उसका कथन अवश्य ही सत्य होगा।
 9. सरकार ने इस विशाल भवन के निर्माण में बहुत पैसा लगाया होगा।
 10. क्रेडिटों को बिना अनुमति शिविर-क्षेत्र से बाहर नहीं जाना चाहिये।
 11. क्या पुराने विद्यार्थियों को भी प्रवेश-शुल्क देना चाहिये? नहीं, उन्हें ऐसा करने की आवश्यकता नहीं है।
 12. क्या मुझे भी चन्दा देने की आवश्यकता है? हाँ, तुम्हें भी चन्दा देना चाहिये।
 13. अब मुझे चल ही देना चाहिये, वरना मैं समय से कॉलिज नहीं पहुँच पाऊँगा।
 14. आपको अपने स्वास्थ्य पर और अधिक ध्यान देना चाहिये।
 15. यदि आप प्रगति करना चाहते हैं तो आपके जीवन में कोई लक्ष्य तो होना ही चाहिये।
1. सलाह लेना—consult, 2. भाला-फेंक प्रतियोगिता—javelin-throw competition, 3. कीर्तिमान—record, 4. निर्माण—construction, 5. चन्दा—subscription, 6. अधिक ध्यान देना—take greater care of

EXERCISE 20 (a)

Study the use of infinitives :

1. स्वच्छ रहना स्वास्थ्य के लिये नितान्त आवश्यक है।
It is absolutely necessary for health to keep clean.
2. मैं आपसे इस रहस्य को अपने तक ही रखने की अपेक्षा करता हूँ।
I expect you to keep this secret to yourself.
3. क्या आप कार चलाना जानते हैं?
Do you know how to drive a car?
4. यही होना था इस मामले में किसी का दोष नहीं है।
This was to happen. Nobody is to blame in this matter.
5. नेता जी अंग्रेजों से लड़ने के लिये सहायता माँगने को कई देशों में गये।
Netaji went to several countries to seek help to fight the British.
6. हम सभी ग्रीष्मकालीन शिविर में सम्मिलित होने के इच्छुक हैं।
All of us are willing to join the Summer Camp.
7. मैं आपकी सहायता नहीं कर सकूँगा।
I shall not be able to help you.
8. वर्षा होने की सम्भावना है।
It is likely to rain.
9. उसने जल्दी करके मूर्खता की।

He was foolish to act in haste.

10. हमारे खिलाड़ी इतने चतुर थे कि वे विरोधी टीम की सभी चाल समझ गये।

Our players were clever enough to understand all the moves of the opposite team.

11. लड़की इतनी डरी हुई है कि घटना का वर्णन नहीं कर सकती।

The girl is too afraid to narrate the incident.

12. ऐवरेस्ट की चोटी पर विजय पाने वाले पहले व्यक्ति स्वर्गीय तेन्जिंग नोरके थे।

The first man to conquer Mt. Everest was the late Tenzing Norkay.

Or

The late Tenzing Norkay was the first man to conquer Mt. Everest.

Translate into English :

1. दूसरों की आलोचना करना उचित नहीं है।
2. मैंने इन्जिनियरिंग प्रतियोगिता में सफल होने का निश्चय किया है।
3. कृपया मुझे भी बतायें कि यह फार्म कैसे भरा जाये।
4. इस मकान के ऊपर के दो कमरे किराये के लिये हैं।
5. महात्मा बुद्ध ने सत्य की खोज करने के लिये और ज्ञान प्राप्त करने के लिये संसार को त्याग दिया।
6. शिक्षण संस्थाओं में बढ़ती अनुशासनहीनता को सख्ती से रोकने का अब समय आ गया है।
7. क्रान्तिकारी अपने देश के लिये मरने से नहीं डरते थे।
8. मेरे लिये आपका समर्थन करना लगभग असम्भव है।
9. वह इतना दयालु है कि आपको क्षमा कर देगा।
10. लड़का इतना उत्तेजित था कि बोल नहीं पा रहा था।
11. मेरे पास आपको अच्छी सलाह के अतिरिक्त देने के लिये कुछ नहीं है।
12. क्या आप मेरी बहिन की शादी के लिये अगले माह आ सकोगे?
13. गाड़ी की देर से आने की सम्भावना है।
14. हमारा कप्तान गोल करने वाला पहला खिलाड़ी था।
15. आपको मेरे व्यक्तिगत मामले में दखल देने का कोई अधिकार नहीं है।
16. यह कार बहुत मँहगी प्रतीत होती है।
17. मेरे लिये इतना धन जुटा पाना कठिन है।
18. सफलता प्राप्त करने का कोई सरल तरीका नहीं है।
19. मेरे पिताजी ने मुझे अंग्रेजी सीखने में सहायता करने की चेष्टा की।
20. समस्या यह है कि उससे सम्पर्क कैसे करें।

1. आलोचना करना—criticise, 2. निश्चय करना—determine, 3. खोज करना—seek, 4. प्राप्त करना—attain, 5. त्यागना—renounce, 6. सख्ती से—with a heavy hand, 7. उत्तेजित—excited, 8. सम्पर्क करना—contact

EXERCISE 20 (b)

Study the use of infinitives without to :

1. मेरे पिताजी मुझे इस कार्यक्रम में भाग नहीं लेने देंगे।

My father will not let me participate in this programme.

2. उस बुढ़ा की कहानी ने हमको रुला दिया।

That old woman's story made us weep.

3. इस विषय में उसका मुझसे बात करने का साहस नहीं है।

He daren't speak to me in this matter.

4. आपको इतना सुबह जाने की जरूरत नहीं है।

You needn't go so early.

5. रात में एक चमकीली वस्तु अपने ऊपर से गुजरती देखी।

Last night I saw some bright object move over my head.

6. मैं अपने पैर पर कोई वस्तु रेंगती हुई अनुभव कर रहा हूँ।

I feel something crawl on my leg.

Note : The infinitive without to is used after certain verbs like feel, hear, see, watch, bid, let, make (when it conveys the meaning of compel, persuade or cause to do something), dare and need.

Translate into English :

1. मैंने एक बड़ी भीड़ कल थाने की ओर जाती देखी।

2. सरकस में मसखरा के करतबों ने हमको खूब हँसाया।

3. क्या आपने बराबर उसके कमरे में कोई वस्तु गिरती हुई सुनी?

4. गाड़ी में अभी देर है। आपको इतनी जल्दी करने की जरूरत नहीं है।

5. जो उसने किया है उसके बाद वह मेरे सामने आने का साहस नहीं कर सकता।

6. अध्यापक ने बैठक में मुझे अपने विचार व्यक्त नहीं करने दिये।

7. हमने राकेश से उसकी गलती मनवाई।

8. क्या मुझे आपको इस विषय में दुबारा याद दिलाने की आवश्यकता है?

1. मसखरा—clown, 2. करतब—antics, 3. बराबर वाला कमरा—adjoining room, 4. विचार व्यक्त करना—express one's views, 5. गलती मानना—confess one's mistake, 6. दुबारा याद दिलाना—remind

EXERCISE 21

Translate into English :

भारतीय किसान को आमतौर पर भाग्यवादी¹ माना जाता है। उसे रूढ़िवादी² भी समझा जाता है। लोग यह मानते हैं कि कृषि में नई तकनीकी³ प्रगति को वह ग्रहण नहीं करना चाहता⁴। न ही यह कृषि के नये तरीकों को अपनाने के लिये तैयार है। किन्तु यह धारणा⁵ ठीक नहीं प्रतीत होती। किसान कृषि के आधुनिक तरीके प्रयोग में लाना चाहता है। वह नये बीज बोना पसन्द करता है और अपनी फसल में रासायनिक खाद⁶ उचित मात्रा⁷ में डालना⁸ चाहता है। वह अपना निजी नलकूप तबाने⁹ की योजना भी रखता है। किन्तु वह इतना निर्धन है कि वह यह सब कुछ नहीं कर सकता। वह बदलना चाहता है और बेहतर जीवन जीने का स्वप्न भी देखता है किन्तु अपनी आर्थिक दशा सुधारने के लिये वह कृषि में आवश्यक पूँजी लगाने¹⁰ में समर्थ नहीं है। वह अधिक पैदा करने का उत्सुक है। वह सब नये तरीके अपना कर खुश होगा। आधुनिक यन्त्रों व तरीकों के लाभों के विषय में हमें उसे समझाने¹¹ की आवश्यकता नहीं है। आवश्यकता है उसकी आर्थिक सहायता करने की और उसे सस्ते बीज व खाद दिलाने की। यदि सरकार उसे सस्ता बीज, खाद व पर्याप्त पानी उपलब्ध करा सके, तो वह अवश्य ही पैदावार बढ़ाने में सक्षम होगा। हमें उसे यह महसूस कराना होगा कि देश उसके साफ सुथरा¹² जीवन जीने की अभिलाषा रखता है।

1. भाग्यवादी—a fatalist, 2. रूढ़िवादी—conservative, 3. तकनीक—technology, 4. ग्रहण करना—adopt, 5. धारणा—belief, 6. रासायनिक खाद—fertilizers, 7. उचित मात्रा—proper dose, 8. डालना—apply, 9. लगाना—instal, 10. लगाना—invest, 11. समझाना—convince, 12. साफ सुथरा—decent.

EXERCISE 22

Study the use of participles :

- छिपते हुए सूर्य को कोई नमस्कार नहीं करता।
Nobody salutes the setting sun.
- घर पहुँचने पर मुझे अपनी किताबें फटी हुई मिलीं।
On reaching home, I found my books torn.
- हमारे ऊपर उड़ते हुए ये विमान मिग हैं।
The aeroplanes flying over us are Migs.
- एक बार बेचा हुआ सामान वापिस नहीं लिया जायेगा।
Goods once sold will not be taken back.
- वह हँसता हुआ यहाँ आया।
He came here laughing.

6. बैठक से वह अपमानित होकर लौटा है।

He has come back insulted from the meeting.

7. खतरा भाँप कर घोड़ा रुक गया।

Seeing danger, the horse stopped.

8. मेरी सफलता से प्रसन्न होकर मेरे पिताजी ने मुझे एक नई घड़ी दी।

Pleased with my success, my father gave me a new watch.

Translate into English :

1. लोग बढती हुई कीमतों से चिन्तित हैं।
 2. हमने उन्हें पेड़ के नीचे विश्राम करते पाया।
 3. देहली में बहुत से विद्यालय किराये के भवनों में चलते हैं।
 4. डाकू अपने साथी को मरता हुआ छोड़ गये।
 5. काला चश्मा लगाये हुए व्यक्ति इस बैंक का प्रबन्धक है।
 6. बहता हुआ पानी बहुधा स्वच्छ होता है।
 7. 15 तारीख से बाद में प्राप्त हुए आवेदन-पत्र अस्वीकार कर दिये जायेंगे।
 8. लड़का दौड़ता हुआ मेरे पास आया और कौपते हुए गिर पड़ा।
 9. बैठक से आप निराश होकर लौटेंगे।
 10. सभी मेहमान प्रसन्न होकर चले गये।
 11. अच्छी सड़क पाकर मैंने अपनी कार की रफ्तार बढाई।
 12. उसकी कहानी को सच मानकर मैंने कुछ रुपया उस अजनबी व्यक्ति को दे दिया।
 13. अपनी दुख भरी कहानी सुनाते-सुनाते लड़की रो पड़ी।
 14. अपने नीरस काम से तंग आकर मेरे भाई ने त्यागपत्र दे दिया है।
 15. यह न जानकर कि क्या किया जाये मैंने कुछ मित्रों से इस समस्या पर विचार-विमर्श किया।
 16. पृथ्वी के नीचे अनमोल खजाना दबा पड़ा है।
 17. प्रकृति के अनेक रहस्य मानव से छिपे हुए हैं।
1. बढना—rise, 2. किराये के भवन—rented buildings, 3. चलना—run, 4. काला चश्मा—black glasses, 5. लगाना—wear, 6. सुनाते-सुनाते—while narrating, 7. नीरस—monotonous, 8. तंग आकर—fed up with, 9. विचार-विमर्श करना—discuss, 10. अनमोल खजाना—an invaluable treasure, 11. दबा पड़ा है—lies buried.

EXERCISE 23

Translate into English :

सुकरात यूनान के महान दार्शनिक थे। कस्बे-कस्बे, गाँव-गाँव घूमते हुए वे यूनानी युवकों को ज्ञान और सत्य के मार्ग पर चलने के लिये प्रेरित करते थे। लोगों से बात करते हुए उन्हें वे सिखाते थे कि किस प्रकार निर्भीक और बुद्धिमान बना जाये। लोग उनके पास नाना प्रकार की

शंकाये व प्रश्न लेकर आते और उनसे बात करके आश्वस्त होकर चले जाते। इनकी बढ़ती हुई लोकप्रियता³ से घबराकर यूनानी सरकार ने उन पर नाना प्रकार के आरोप लगाने प्रारम्भ किये। कहा गया कि वे यूनानी युवकों को भ्रष्ट करने⁵ की चेष्टा कर रहे हैं। किन्तु अपने आलोचकों⁶ और निन्दकों⁷ की परवाह न करते हुए, सुकरात शान्त और अनुद्विग्न⁸ बने रहे। लोगों के मस्तिष्क पर उनके बढ़ते प्रभाव को दृष्टिगत करते हुए,⁹ यूनानी शासकों ने उन्हें जेल में डाल दिया। उन पर युवकों को भ्रष्ट करने का मुकदमा चला कर शासकों ने उन्हें मृत्यु-दण्ड दिया¹⁰। उन्हें विष का प्याला देते हुए जेलर भी रोने लगा। किन्तु अन्त समय विष का प्याला पीते हुए भी सुकरात ने लोगों से शान्त बने रहने का अनुरोध किया¹¹ और उन्हें सत्य और ज्ञान के मार्ग पर चलते रहने का उपदेश दिया।

1. प्रेरित करना—inspire. 2. आश्वस्त—convinced. 3. लोकप्रियता—popularity. 4. आरोप लगाना—level charge. 5. भ्रष्ट करना—corrupt. 6. आलोचकों—critics. 7. निन्दकों—detractors. 8. अनुद्विग्न—unruffled. 9. दृष्टिगत करना—keep in view. 10. मृत्यु-दण्ड देना—sentence to death. 11. अनुरोध करना—appeal

EXERCISE 24

Study the use of gerund :

- सरला का आपके विरुद्ध बोलना मुझे अच्छा नहीं लगा।
I didn't like Sarla's speaking against you.
- घंटे के लगातार बजने ने मुझे जगा दिया।
The constant ringing of the bell woke me up.
- देखना ही विश्वास करना है।
Seeing is believing.
- अब चिल्लाने से कोई लाभ नहीं है।
It is no-use crying now.
- आधी रात के बाद मेहमानों ने आना प्रारम्भ किया।
The guests started leaving after mid night.
- खाद्य समस्या को हल करने का एक मात्र रास्ता अधिक अन्न उपजाना है।
The only way of solving the food problem is to produce more food.
- मुझे कम प्रकाश में पढ़ना मुश्किल होता है।
I find reading in dim light extremely difficult.
- यह किताब पढ़ने लायक है।
This book is worth reading.
- हम दक्षिण दिशा की ओर चलते रहे।
We kept on moving towards the south.

10. मैं तुम्हारे विषय में अक्सर सोचे बिना नहीं रह सकता।

I can't help thinking about you often.

Translate into English :

1. इस व्यक्ति के आने जाने पर नजर रखो।
2. मुझे अब्दुल का तुमसे इतना मिलना जुलना अच्छा नहीं लगता।
3. चिड़ियाओं के चहचहाने ने यात्रियों का मन मोह लिया।
4. शराब पीना स्वास्थ्य के लिये हानिकारक है।
5. सादा जीवन और उच्च विचार महान व्यक्ति के गुण होते हैं।
6. आपको समय बर्बाद करने से बचना चाहिये।
7. क्या आपने कल सुबह जाना स्थगित कर दिया है?
8. अब प्रार्थना करने से कुछ नहीं होगा।
9. इस समस्या पर आगे बात करने से कोई लाभ नहीं है।
10. मैं इतिहास की पुस्तकें पढ़ने में दिलचस्पी रखता हूँ।
11. विदेशी भाषा केवल उस भाषा के नियम जानने से नहीं सीखी जा सकती।
12. आपका सुझाव विचार करने योग्य है।
13. मैं आपको यह बताये बिना नहीं रह सकता कि मैंने वह नौकरी छोड़ दी है।
14. उसके बड़े बेटे ने फिल्मों में काम करने को अपना पेशा बनाया है।
15. श्रोता धैर्यपूर्वक नेता का भाषण सुनते रहे।

1. नजर रखना—keep a watch, 2. चहचहाना—chirping, 3. मन मोहना—captivate the heart, 4. हानिकारक—injurious, 5. गुण—attributes, 6. स्थगित करना—put off, 7. श्रोता—the audience.

EXERCISE 25

Translate into English : (after the verb use either a gerund or an infinitive, whichever is suitable)

1. पार्टी में रंजना कुछ उछड़ी हुई सी प्रतीत होती थी।
2. वहीं मैं मैं धूप सेंकने का आनन्द लेता हूँ।
3. सरकार छोटे उद्योगों की सहायता करने के पक्ष में है।
4. मेरे पड़ोसी ने अपना मकान बेचने का निर्णय लिया है।
5. मुझे गणित में विशेष योग्यता प्राप्त करने की आशा है।
6. क्या आप इस लेख को पढ़कर समाप्त कर चुके हैं?
7. मेरी सभी सहेलियों ने मेरे भाई की शादी में सम्मिलित होने का वायदा किया है।
8. न्यायाधीश ने मुल्जिम को जमानत पर छोड़ने से इंकार कर दिया।

9. डाक्टर की सलाह है कि तुम्हें शराब पीना तुरन्त छोड़ देना चाहिये।
10. मुझे आपको सूचित करते हुए खेद है कि आपको इस पद के लिये उपयुक्त नहीं पाया गया है।
11. मैं फौज में भर्ती होना चाहता हूँ।
12. मैंने भविष्य के विषय में सोचना बन्द कर दिया है।

1. उछड़ी हुई—upset, 2. धूप सेंकना—bask in the sun, 3. लेख—article, 4. मुल्जिम—accused, 5. जमानत पर छोड़ना—enlarge on bail, 6. छोड़ना—give up, 7. खेद होना—regret, 8. उपयुक्त—suitable

Note : Certain Verbs take an infinitive as their object while there are others which take a gerund and there are some which can take either. For more about these verbs refer to Chapter 5. III dealing with non-finites.

EXERCISE 26

Study the use of the passive voice :

1. हमारे पुस्तकालय में पुस्तकें विषयवार व लेखकवार वर्गीकृत हैं।
Books in our library are classified subject-wise and author-wise.
2. सलीम को शिविर का सर्वश्रेष्ठ कैडिट घोषित किया गया।
Salim was declared to be the best cadet of the camp.
3. मामले को शान्तिपूर्वक निपटाने की कोशिशें चल रही हैं।
Attempts are being made to settle the matter peacefully.
4. वार्षिक उत्सव सर्दियों की छुट्टियों में करना तय हुआ है।
It has been decided to hold the annual function in winter vacation.
5. अगले माह आपको एक भी छुट्टी नहीं दी जायेगी।
You will not be allowed a single leave next month.
6. इसी बात को कुछ बेहतर ढंग से भी कहा जा सकता था।
The same thing could have been said in a better manner.
7. प्रधानाचार्य द्वारा राकेश को कप्तान घोषित किया गया है।
Rakesh has been declared captain by the principal.
8. भारत में कोयला कहाँ पाया जाता है?
Where is coal found in India?
9. मैं आपके व्यवहार से चकित हूँ।
I am surprised at your behaviour.
10. और समय बर्बाद न किया जाये।
Let no more time be wasted.

11. आप की कमीज फट गई है।

Your shirt is torn.

Translate into English :

1. यहाँ पुरानी पुस्तकें बेची और खरीदी जाती हैं।
2. जज द्वारा अभियुक्त¹ को दोषी² पाया गया और उसे पाँच वर्ष कारागार की सजा सुनाई गई।
3. आज देश के सब भागों में दशहरा मनाया जा रहा है।
4. दुर्घटना में बहुत से लोग मारे गये हैं।
5. यह समस्या केवल बातचीत⁴ द्वारा ही हल की जा सकती है।
6. सही उपचार⁵ करने से मरीज को बचाया जा सकता था।
7. मुझे यह सूचना नीलमा द्वारा दी गई है।
8. इस अधिकारी को इसके विभाग में बहुत ईमानदार समझा जाता है।
9. यह कुर्सी टूट गई है।
10. अध्यापक तुम्हारी प्रगति से निराश हैं।
11. इस भाग को कार्यवाही से निकाल दिया⁸ जाये।
12. ताजमहल शाहजहाँ द्वारा उसकी बेगम मुमताजमहल की याद में⁷ बनवाया गया।
13. आपका नाम मतदाता सूची में सम्मिलित⁸ नहीं किया गया है।
14. पश्चिमी उत्तर प्रदेश में बड़े क्षेत्र पर गन्ना उगाया जाता है।
15. भारतवर्ष में रेल के इन्जन⁹ कहाँ बनते हैं?
16. मेरी इतिहास की पुस्तकें पढ़ने में रुचि है।
17. गर्मी की छुट्टियों में मसूरी में एक वार्षिक प्रशिक्षण शिविर लगाया जायेगा।
18. अगले माह से सभी सरकारी कर्मचारियों को सैहगाई भत्ता¹⁰ की एक और किरत¹¹ दी जायेगी।
19. प्रस्ताव¹² के मसौदे¹³ को अन्तिम रूप दिया¹⁴ जा रहा है।
20. दंगों के बाद शहर में कर्फ्यू लगा दिया गया¹⁵ है।

1. अभियुक्त—accused, 2. दोषी—guilty, 3. कारागार की सजा सुनाना—sentence to imprisonment, 4. बातचीत—negotiation, 5. सही उपचार—proper treatment, 6. कार्यवाही से निकालना—expunge from the proceedings, 7. याद में—in the memory of, 8. सम्मिलित करना—include, 9. रेल का इन्जन—locomotive, 10. सैहगाई भत्ता—dearness allowance, 11. किरत—instalment, 12. प्रस्ताव—resolution, 13. मसौदा—draft, 14. अन्तिम रूप देना—finalise, 15. लगाना—impose

EXERCISE 27

Translate into English :

दुर्गापुर के नाम से हममें से अधिकांश लोग परिचित हैं। दुर्गापुर पश्चिमी बंगाल राज्य में है और यहाँ पर इस्पात का एक विशाल कारखाना बनाया गया है। दुर्गापुर का कारखाना बहुत भारी और आधुनिकतम मशीनों से सज्जित¹ है। यहाँ पर सभी कार्य मशीनों द्वारा किया जाता है। पहले मशीनों द्वारा लोहे के अयस्क² को चूना-पत्थर³ और डोलोमाइट के साथ छोड़ी भट्टियों⁴ में झोंक दिया जाता है⁵। जब यह सब पिघल जाता है⁶ तो दूसरी मशीनों द्वारा इसे साँचों⁷ में ढाल दिया जाता है⁸। इस प्रकार इसे चद्दरों और पटरियों⁹ के रूप में बदल दिया जाता है। भट्टियों में आग की चमक इतनी तेज होती है कि इसे नंगी आँख से नहीं देखा जा सकता। इसे देखने के लिये गहरे काले रंग का चश्मा पहनना होता है। ऐसा इसलिये करना होता है ताकि हमारी आँखों को क्षति न पहुँचे।

दुर्गापुर के कारखाने में प्रति वर्ष लगभग दस लाख टन इस्पात तैयार किया जाता है। इतना इस्पात तैयार करने के लिए लगभग 20 लाख टन लोहे के अयस्क की आवश्यकता पड़ती है। यह अयस्क उड़ीसा में स्थित बोलानी नामक स्थान से लाया जाता है। 20 लाख टन अयस्क को लाने के लिये बहुत विशाल मात्रा में कोयले की भी आवश्यकता पड़ती है। दुर्गापुर के आसपास काफी कोयला खानों से निकाला जाता है और दुर्गापुर के कारखाने को आवश्यकतानुसार काफी कोयला उपलब्ध करा दिया जाता है। देश में जगह-जगह नये-नये कारखाने खोले जा रहे हैं और इनके लिये इस्पात की आवश्यकता होती है। यह सब इस्पात दुर्गापुर और दुर्गापुर जैसे अन्य इस्पात कारखानों से ही प्राप्त होता है।

1. सज्जित—equipped, 2. लोहे का अयस्क—iron ore, 3. चूना-पत्थर—lime-stone, 4. छोड़ी—furnace, 5. झोंकना—feed into, 6. पिघलना—melt, 7. साँचे—moulds, 8. ढालना—cast, 9. पटरियाँ—rails

EXERCISE 28

Study the use of co-ordinate conjunctions :

1. मैं और तुम और वह सदा मित्र बने रहेंगे।
You, he and I will ever remain friends.
2. मैं उसे सही रास्ते पर लाने का पूरा प्रयास करता हूँ, किन्तु वह मेरी एक नहीं सुनता।
I do my best to bring him round, but he does not listen to me at all.
3. हमें सहिष्णुता की भावना अपनानी चाहिए, अन्यथा देश बिखर जायेगा।
We should imbibe the spirit of tolerance or/otherwise else the nation will disintegrate. .

4. भारतीय सभ्यता प्राचीन है और महान भी।

Indian culture is ancient as well as great.

5. भारत एक बहु-साधन सम्पन्न देश है किन्तु फिर भी वह निर्धन है।

India is a country of multi-resources, yet she is poor.

6. मोहन तो निर्धन है, परन्तु उसका भाई धनवान है।

Mohan is poor; while/ whereas his brother is rich.

7. राम ने मन लगाकर पढ़ाई नहीं की, इसलिये वह परीक्षा में उत्तीर्ण न हो सका।

Ram did not put his heart in studies, therefore he could not succeed in the examination.

8. अब सूर्य उदय हो गया है, अतः हमें उठ पड़ना चाहिए।

Now the sun has risen; so let us get up.

9. भारतीय संस्कृति ने अनेकों झटके झेले हैं और फिर भी वह जीवित है, क्योंकि वह बहुत जोरदार है।

Indian culture has withstood many a shocks and has still survived; for it is very elastic.

Translate into English ::

1. लोग आते हैं और चले जाते हैं, किन्तु मैं सदैव चलता रहता हूँ।
2. डटकर परिश्रम करो। अन्यथा फेल हो जाओगे।
3. वह ईमानदार है और उसके सभी साथी भी।
4. श्याम कामचोर है, जबकि उसका भाई परिश्रमशील है।
5. हरीश निर्धन है, फिर भी वह ईमानदार है।
6. काम पूरा हो गया है, अतः अब हमें घर चलना चाहिए।
7. एक दिन सबको मरना है, क्योंकि मानव मर्त्य होते हैं।
8. बहुत से लोग बहुत धनवान होते हैं, फिर भी उन्हें संतोष नहीं होता।
9. कुछ लोग शक्ल से अच्छे होते हैं, जबकि उनके करणमे कले होते हैं।
10. शान्त रहो, अन्यथा दण्ड पाओगे।

1. डटकर परिश्रम करो—work hard; 2. कामचोर—shirker, 3. परिश्रमशील—diligent, 4. मर्त्य—mortal, 5. संतोष नहीं होता—are not contented. 6. शक्ल से—by looks, 7. करणमे—deeds

EXERCISE 29

Study the use of sub-ordinate conjunction :

1. कुली ने हमें बताया कि गाड़ी ठीक समय पर आ गई थी।

The coolie told us that the train had arrived in time.

2. कहिये आप क्या चाहते हैं?

Tell me what you want.

3. क्या तुम्हें ज्ञात है कि भारत कब स्वतंत्र हुआ था?

Do you know when India became free?

5. आज कौन कह सकता है कि कल क्या होगा?

Who can predict today what will happen tomorrow?

6. उसने मुझसे पूछा कि क्या मैंने उसके भाई को गाँव से बाहर जाते देखा है।

He asked me if/whether I had seen his brother going out of the village.

7. मैं नहीं कह सकता कि राजू आज स्कूल आयेगा या नहीं।

I can not say whether/if Raju will come to school today or not.

8. अध्यापक जी जो कहते हैं उसे ध्यान से सुनिये।

Listen attentively to what the teacher says.

9. क्या यह सत्य नहीं है कि भारत एक धर्म निरपेक्ष राज्य है?

Is it not a fact that India is a secular state?

10. जो कुछ आप कहते हैं वह ठीक है।

What you say is right.

Translate the following sentences into English :

1. सुना जाता है कि चुनाव जल्दी होने वाले हैं।

2. हमारी समझ में नहीं आता कि लोग ऐसा क्यों सोच रहे हैं?

3. कौन कह सकता है कि इस बार चुनाव का क्या नतीजा होगा?

4. आप भली प्रकार जानते होंगे कि एवरेस्ट पर विजय पाने वाला पहला भारतीय कौन था?

5. यह सुविदित तथ्य है कि भारत और पाकिस्तान एक ही उपमहाद्वीप के दो टुकड़े हैं।

6. कोई बताये कि अगले ओलम्पिक खेल कहाँ होंगे?

7. जो कुछ मैं कहता हूँ उसे ध्यान से सुनिये और तबनुसार काम कीजिये।

8. कोई नहीं जानता कि देश-में बेरोज़गारी की समस्या को कैसे हल किया जाये।

9. मैं आप को अभी से नहीं बता सकता कि क्या मैं तुम्हारी शादी में सम्मिलित हो सकूँगा।

10. जो भी सूचना मुझे मिली थी मैंने आपको दे दी।

1. सुविदित तथ्य—well-known fact, 2. उपमहाद्वीप—sub-continent, 3. तबनुसार—accordingly

EXERCISE 30

Study the use of relatives :

1. वहाँ मैंने एक दृश्य देखा जो परम सुहावना था।
There I saw a sight which was very pleasant.
2. जिस व्यक्ति ने मेरे ऊपर आक्रमण किया था उसे मैंने कभी न देखा था।
I had never seen the man who attacked me.
3. यह सर्वोत्तम उपहार है जिसे मैं आपको दे सकता हूँ।
This is the best present that I can offer you.
4. उसने जो कुछ आपसे कहा था वह सब झूठ था।
All that he told you was false.
5. ऐसे लोग जो दिन में नहीं सोते वे रात को गहरी नींद सोते हैं।
Such persons as do not sleep during the day sleep soundly at night.
6. यह वही तो कलम है जो आपने मुझे भेंट की थी।
It is the same pen as you had presented to me.
7. दस बजे का समय है जब हमें रुकना हो जाना चाहिए।
Ten O' clock is the time when we must start.
8. मैंने वह कोठरी देखी है जहाँ भगत सिंह को जेल में रखा गया था।
I have seen the cell wherein Bhagat Singh was kept in prison.
9. यही कारण था जिससे कि मैं उत्सव में सम्मिलित न हो सका।
It was the reason why I could not attend the function.
10. मैं नहीं कह सकता कि वह कहाँ और क्यों गया।
I can't say, where and why he went.

Translate into English :

1. मुझे बाजार में एक आदमी मिला जो इस शहर में नया सा लगा।
2. प्रदर्शनी में मैंने एक घड़ी देखी जो तिथि और दिन भी बताती थी।
3. यह सबसे मीठा आम है जो मैंने कभी खाया है।
4. जो कुछ आपने सुना है वह एकतरफा बयान है।
5. जो लड़के नियमित रूप से अध्ययन करते हैं वे अच्छी श्रेणी पाते हैं।
6. यह वही तो आदमी है जिसने मेरे विरुद्ध झूठी गवाही दी थी।
7. तब आठ बजे का ही तो समय था जब बिजली अचानक चली गई।
8. क्या आपने वह स्थान देखा है जहाँ गाँधी जी को गोली लगी थी?
9. मैं आपको वह कारण नहीं बता सकता जिससे मुझे आपका साब खोना पड़ा।
10. क्या आप को वह समय ज्ञात है जब बी पाँच रुपये सेर बिकता था?

1. एक तरफ—one sided, 2. नियमित रूप से—regularly, 3. गवाही—evidence, 4. बली गई—went out, 5. गोली लगी—was shot, 6. साथ छोड़ना—part with

EXERCISE 31

Study the use of subordinate conjunctions of time, reason and purpose:

1. जब वर्षा हुई थी तब मैं सो रहा था।

I was sleeping, **when** it rained.

2. जब तक घंटी बजे, चुपचाप बैठे रहिये।

Keep sitting quietly, **till** the bell rings.

3. जब तक मैं ना लौटूँ यहाँ प्रतीक्षा कीजिये।

Wait here **until**, I return.

4. हमारे विद्यालय पहुँचने से पहले घंटी बज चुकी थी।

The bell had rung **before** we reached the school.

5. हम घंटी बजने के बाद विद्यालय पहुँचे।

We reached the school **after** the bell had rung.

6. जब से मैं इस नगर में आया हूँ। एक बार भी सिनेमा नहीं गया हूँ।

I have not been to cinema even once **since** I came to this city.

7. जब तक जीवन है तब तक आशा है।

While there is life, there is hope.

8. जहाँ चाह होती है वहाँ राह भी होती है।

Where there is a will, there is a way.

9. ज्यों ही वह आये, उसे मेरे पास भेज दीजिये।

As soon as he comes, send him to me.

10. जब तक आतंकवाद रहेगा, संसार में शान्ति नहीं हो सकती।

There can be no peace in the world, **as long as** terrorism is there.

11. क्योंकि वह बीमार है, वह परीक्षा में सम्मिलित नहीं हो सकता।

Since/because/as he is ill, he can not take the examination.

12. चूँकि उसे बाहर जाना था, इसलिये वह जल्दी सो गया जिससे कि वह समय पर उठ सके।

As he had to go out, he went to bed early **so that/in order that** he might get up in time.

13. बरसात में हमें सम्भलकर चलना चाहिए, ऐसा न हो कि फिसल कर गिर पड़ें।

In rains we should walk carefully, **lest** we should slip down.

Translate the following into English :

1. जब भारत स्वतंत्र हुआ तब यहाँ अनेकों रियासतें थीं। 2. सरदार पटेल ने जब तक उनके भारतीय गणराज्य में सम्मिलित नहीं कर लिया, वे चैन से नहीं बैठे। 3. जब तक वे जीवित रहे, देश के एकीकरण में लगे रहे। 4. उनके मरने से पूर्व ही हैदराबाद जैसी बड़ी रियासतें भी विशाल भारत का अंग बन चुकी थीं। 5. हाँ, गोआ का पुर्तगाली राज्य ही ऐसा था जो सरदार पटेल की मृत्यु के बाद भारत में सम्मिलित हुआ। 6. जब तक गंगा में जल प्रवाहित है सरदार पटेल का नाम अमर रहेगा। 7. ज्यों ही उनका ध्यान आता है, एक लौह पुरुष का चित्र सामने आता है। 8. क्योंकि आज वे हमारे बीच में नहीं हैं, हमें उनकी स्मृति का सम्मान करना चाहिए। 9. हमें प्रतिज्ञा करनी चाहिये कि जब तक हमारी जान में जान है, हम सरदार जी के पदचिह्नों पर चलते रहेंगे। 10. जहाँ महापुरुष जन्म लेते रहते हैं, वहाँ सदैव शान्ति का साम्राज्य रहता है। 11. हमें उनका अनुसरण करना चाहिये, जिससे कि हम उनके स्वप्नों के भारत का निर्माण कर सकें। 12. हमें शान्तिपूर्वक रहना चाहिए, ऐसा न हो कि हमारी एकता ही संकट में पड़ जाये।

1. गणराज्य—republic, 2. राज्य सम्मिलित करना—to annex a state, 3. एकीकरण—unification, 4. अमर—immortal, 5. लौह पुरुष—man of iron, 6. पदचिह्न—footprints, 7. साम्राज्य रहना—reign, 8. संकट—peril.

EXERCISE 32

Study the use of 'subordinating conjunctions of condition, supposition, concession, contrast :

1. यदि आप निमंत्रण देंगे तो आपके विवाह में अवश्य सम्मिलित हूँगा।

If you invite me, I will attend your marriage.

2. यदि वह यहाँ आता है तो मैं उसके साथ इस विषय पर बात करूँगा।

In case he comes here, I would talk to him on this topic.

3. यदि भाषाई आधार पर राज्यों का निर्माण न हुआ होता तो भारत अनेक विवादों से मुक्त रहता।

If the states had not been chalked out on linguistic basis, India would have been free from many disputes.

4. यदि हम छोटे-छोटे स्वार्थों से ऊपर न उठेंगे तो राष्ट्र की रक्षा न कर सकेंगे।

We can not protect our nation, unless we rise above petty self-interests.

5. वह उछल पड़ा जैसे कि उसे बिच्छू ने डंक मार दिया हो।

He gave a sudden start, as if he had been stung by a scorpion.

6. यद्यपि वह कुशाग्रबुद्धि नहीं है, तदपि वह परिश्रमी है।

He is industrious, though he is not intelligent.

7. चाहे वह कितना ही परिश्रम करे, वह कक्षा में प्रथम स्थान नहीं प्राप्त कर सकता।

He cannot stand first in the class; however hard he may work.

8. चाहे कितनी ही अंधेरी रात हो, हमें नलकूप पर जाना ही है।

Dark though the night is, we must go to the tubewell.

Translate into English :

1. यदि हम अपना कर्तव्य पालन करें तो हमारा देश उठ सकता है।
2. यदि मैं आपकी जगह होता तो कदापि क्षमा याचना न करता।
3. जब तक वह अपना अपराध स्वीकार नहीं करेगा उसे क्षमा नहीं किया जायेगा।
4. वह अचानक चौंक पड़ा जैसे कि उसे गोली लग गई हो।
5. यद्यपि हम धनवान नहीं हैं, फिर भी हम भीख नहीं माँग सकते।
6. वह कितना ही धनी हो जाये, उसे संतोष कभी नहीं होगा।
7. जो जैसा करता है, वैसा फल पाता है।
8. यद्यपि रात अंधेरी है और घना जंगल है, परन्तु मुझे तो चलना ही है।
9. चाहे वह मुझे कैसे ही अपशब्द कहे, मुझे उसके सम्मुख चुप ही रहना है।
10. यदि वह मेरी सहायता कर देता तो मैं अवश्य सफल हो जाता।
11. यदि वह मुझे मिल गया तो मुझे तत्काल पहचान लेगा।

1. क्षमा याचना करना—to beg pardon, 2. अपराध—crime, 3. स्वीकार करना—confess, 4. घना—dense

EXERCISE 33

Study the use of correlatives:

1. राम केवल शीलवान ही न थे, वरन् शक्तिशाली भी थे।

Ram was not only modest but also strong.

2. वह या तो बीमार है या किसी दुर्घटना में ग्रस्त है।

He is either ill or has met with some accident.

3. या तो उसने या उसके भाइयों ने इस खेत को जोता है।

Either he or his brothers have ploughed this field.

4. न उसके साथियों ने न उसने कोई गलत काम किया है।

Neither his companions nor he has done anything wrong.

5. न वह स्वयं झूठ बोलता है न औरों का बोलना पसंद करता है।

Neither he himself tells a lie nor does he like others do so.

6. वह इतना दुर्बल हो गया है कि चल भी नहीं सकता।

He has become so weak that he cannot even walk.

7. यद्यपि वह विरोधी है फिर भी मैं उसका सम्मान करता हूँ।

Though he is my opponent, yet I have all the regard for him.

8. यह भोजन इतना स्वादिष्ट नहीं है जितना मैं आशा करता था।

This food is not as tasteful as I expected.

9. ज्यों ही वह बोलने को खड़ा हुआ, श्रोताओं ने जोर से करतल ध्वनि की।

As soon as he rose to speak, the spectators clapped loudly.

10. ज्यों ही वह मुझे देखता है, वह भाग खड़ा होता है।

No sooner does he see me, than he takes to his heels.

11. चाहे आप चलें या न चलें, मुझे तो जाना ही है।

Whether you go or not, I must go.

12. जैसा आप करेंगे, वैसा आप भोगेंगे भी।

As you sow, so will you reap also.

Translate into English :

1. भारत केवल दयालु ही नहीं है वरन् उदार भी है।

2. मेरे मित्र न बहुत कम हैं न बहुत अधिक।

3. या तो हम या हमारे मित्र आपका समर्थन करेंगे।

4. न आप आये न आपके घर वाले।

5. कुछ विद्यार्थी न स्वयं पढ़ते हैं न औरों को पढ़ने देते हैं।

6. कुछ लोग इतने आलसी होते हैं कि अपने हाथ से पानी पीना भी पसन्द नहीं करते।

7. यह प्रकाश इतना तेज है कि इसमें हम पढ़ नहीं सकते।

8. मेरे पिता इतने दुर्बल हो गये हैं कि उठ भी नहीं सकते।

9. यह समाचार इतना अच्छा है कि सत्य नहीं हो सकता।

10. यद्यपि सरकार मद्यपान के विरुद्ध खूब प्रचार करती है, तो भी यह बुराई बढ़ती ही जाती है।

11. आपका परीक्षाफल इतना बुरा नहीं है जितना आप समझ रहे हैं।

12. आजकल ज्यों ही कोई भीषण दुर्घटना होती है त्यों ही संसार भर को उसका पता चल जाता है।

14. कौन कह सकता है कि इस वर्ष अच्छी वर्षा होगी या नहीं।

1. उदार—benevolent, 2. समर्थन करना—to support, 3. मद्यपान—drinking, 4. प्रचार करना—propagate, 5. बुराई—evil, 6. होना—to take place

Study the sequence of tenses translated from Hindi to English noting carefully the words in italics :

1. अंग्रेजों को कभी आशा नहीं थी कि उन्हें इस प्रकार भारत छोड़ना पड़ेगा।
The English never expected that they **would** have to quit India like that.
2. वार्तालाप के दौरान आपने मुझसे यह भी कहा कि मैं आपको अपने किसी मामले में नहीं डालना चाहता।
In course of conversation you also told me that you **did** not want me to be involved in any of your matters.
3. अध्यापक जी ने छात्रों से पूछा कि क्या कल मैं अगला पाठ प्रारम्भ कर सकता हूँ।
The teacher asked the student if he could begin the next lesson the next day.
4. मेरी समझ में नहीं आया कि आप मुझसे क्या आशा रखते हैं।
I did not understand what you expected of me.
5. क्या आपको ज्ञात नहीं था कि मैं वर्षों तक इसी नगर में रहा हूँ।
Did you not know that I **had been** living in this very city for years together?
6. गुरुजी ने हमें बताया कि भूमि गोल है।
The teacher told us that the earth is round.

Translate the following sentences into English :

1. मुझे यह आशा नहीं थी कि आप मुसीबत में मेरा साथ छोड़ देंगे।
2. एक रस्सी को जमीन पर पड़ा हुआ देखकर मैंने समझा कि यह सांप है।
3. क्या आपको ज्ञात नहीं था कि सूर्य नहीं पृथ्वी घूमती है?
4. आपने ही तो मुझसे कहा था कि मेरी शादी होने वाली है।
5. चपरासी ने मुझे बताया कि इस विद्यालय में इस नाम का कोई अध्यापक नहीं है।
6. गुरुजी ने मुझसे पूछा कि तुम इतने विलम्ब से क्यों आए हो?
7. मैं जानना चाहता था कि आप कहाँ रहते हैं और क्या करते हैं।
8. टीले पर खड़े होकर मैंने देखा कि पुलिस की टुकड़ी गाँव को घेरे हुए है।
9. मैंने अपने मित्र से पूछा कि क्या तुम्हारे पिताजी घर पर ही हैं?
10. आँसू बहाते हुए श्याम ने मुख्याध्यापक से कहा कि कल राम के चचेरे भाई ने जो कक्षा 12 में पढ़ता है मुझे इतना पीटा कि मैं बेहोश होकर गिर पड़ा।
11. एक सज्जन ने जो खद्दर के कपड़े पहने हुए थे, मुझसे पूछा कि क्या तुम मुझे नगरपालिका के कार्यालय का मार्ग बतला सकते हो?
12. क्या आपको यह ज्ञान नहीं था कि मैं इस विद्यालय का दस वर्ष तक छात्र रहा हूँ।
13. मेरे एक सहपाठी ने मुझसे पूछा कि यदि वर्षा हुई तो क्या फिर भी हमें स्कूल जाना होगा।
14. यह जानकर मैं भयभीत हुआ कि

जिसे मैं लाठी समझा था वह सांप है। 15. कोई नहीं समझ सका कि रोने की आवाज किस तरफ से आई थी।

1. टीला—hillock, 2. टुकड़ी—posse, 3. बेहोश होकर गिर पड़ा—fell down unconscious, 4. खद्वर के कपड़े पहने हुए—clad in khaddar

Note : For further information one sequence of tenses, students are advised to refer to the chapter on **Direct and Indirect Narration.**

Miscellaneous Exercises for Practice

EXERCISE 1

चन्द्रशेखर आजाद का नाम किसने नहीं सुना है? वे भारत माता के उन वीर सपूतों में से एक थे जिन्होंने अपनी मातृभूमि को विदेशी राज्य से स्वतन्त्र कराने के लिए अपने जीवन की आहुति दी। चन्द्रशेखर मुषिकल से चौदह वर्ष के ही थे जब उन्होंने 1921 में बनारस में अंग्रेजों के विरुद्ध किशोर बालकों के एक जुलूस का नेतृत्व किया। जिन लोगों ने उस जुलूस का दृश्य देखा था वे जीवन-पर्यन्त उसे भूल नहीं पाये। अपनी आंखों में देश-भक्ति की चमक लिये, ये बालक नारे बोलते हुए आगे बढ़ते जा रहे थे। इनका नेतृत्व कर रहे थे वीर चन्द्रशेखर आजाद। हाथ में तिरंगा झंडा लिये वह निर्भीकता पूर्वक ऊँचे स्वर में भारत माता की जय के नारे बोलता जा रहा था। उसका मुख उत्साह व वीरता से चमक रहा था।

लोग बढ़ते हुए जुलूस को भय और आश्चर्य से देख रहे थे किन्तु मन ही मन उन वीर बालकों के उत्साह की प्रशंसा भी कर रहे थे। थोड़ी ही देर बाद पुलिस ने उन्हें घेर लिया और उन्हें बन्दी बना लिया। बालक आजाद पर मुकदमा चला और उसे 15 बेंतों की सजा दी गई। अदालत में जज के प्रश्नों का उत्तर देते हुए बालक चन्द्रशेखर ने अपना नाम 'आजाद' बताया। तभी से लोग उन्हें सम्मान से चन्द्रशेखर 'आजाद' पुकारने लगे।

1. सपूत—worthy son, 2. जीवन की आहुति देना—lay down one's life, 3. किशोर—adolescent, 4. जुलूस—procession, 5. नेतृत्व करना—lead, 6. चमक—glow, 7. नारे बोलना—shout slogans, 8. भारत-माता की जय—victory to Mother India, 9. दमकना—glow, 10. मन ही मन—in one's heart of hearts, 11. बन्दी बनाना—take into custody, 12. पन्द्रह बेंत—fifteen lashes

EXERCISE 2

सन् 1928 की घटना है। लाहौर में अंग्रेजी सरकार की नीतियों के विरोध में लाला लाजपतराय के नेतृत्व में एक जुलूस निकाला जा रहा था। जुलूस पूर्ण रूप से अनुशासित होकर चल रहा था। तभी एक अंग्रेजी पुलिस अधिकारी ने जिसका नाम सांडर्स था जुलूस पर लाठी चार्ज करा दिया। इस लाठी चार्ज में लाला लाजपतराय को बहुत गम्भीर चोटें आयीं जिनके कारण बाद में उनकी मृत्यु हो गई। समस्त देशवासियों को लाला जी की मृत्यु से गहरा आघात पहुँचा। क्रान्तिकारी चन्द्रशेखर आजाद, भगत सिंह व शिवराम राजगुरु ने लाला जी की मृत्यु का बदला सांडर्स को मार कर लिया। देश को आजाद कराने के लिये क्रान्तिकारी अपनी जान की परवाह नहीं करते थे। भगत सिंह तो हैंसते-हँसते फाँसी पर चढ़ गये और चन्द्रशेखर आजाद पुलिस से लड़ते हुए शहीद हुए। इन महान शहीदों का नाम भारत के इतिहास में सदा के लिए सुनहरे अक्षरों में लिखा रहेगा।

1. लाठी चार्ज कराना—lathicharged, 2. गहरा आघात पहुँचना—be deeply shocked, 3. बदला लेना—avenge, 4. फाँसी पर चढ़ना—go to the gallows, 5. शहीद—martyr.

EXERCISE 3

वृक्ष हमारे देश की अमूल्य निधि हैं। वृक्ष हमें केवल ईंधन व फल ही नहीं देते बल्कि वे हमें इमारती लकड़ी² तथा कुछ अन्य आवश्यक वस्तुएं भी उपलब्ध कराते हैं³। पोपलर वृक्षों की लकड़ी से माचिस बनाई जाती है। यूकेलिप्टस वृक्षों की लकड़ी से कागज तैयार किया जा रहा है। इस वृक्ष की पत्तियाँ कुछ औषधियों के निर्माण⁴ में भी काम आती हैं। इसके अतिरिक्त, वृक्ष वायु-प्रदूषण⁵ को भी रोकते हैं तथा वर्षा में मिट्टी के कटाव⁶ को कम करते हैं। जरा सोचो कि यदि हमारी उपजाऊ मिट्टी⁷ बहकर नदियों में चली जाये तो हम अच्छी फसलें कैसे उगा सकेंगे? वृक्षों के महत्व को ध्यान में रखते हुए यह हमारा सामाजिक व राष्ट्रीय कर्तव्य है कि हम पेड़ों की रक्षा करें, उन्हें अनावश्यक रूप से न काटें और जहाँ भी सम्भव हो नये वृक्ष लगायें।

1. अमूल्य निधि—*invaluable treasure*. 2. इमारती लकड़ी—*timber* 3. उपलब्ध कराना—*make available*. 4. निर्माण—*manufacture*. 5. वायु-प्रदूषण—*air pollution*. 6. मिट्टी का कटाव—*soil erosion*. 7. उपजाऊ मिट्टी—*fertile soils*

EXERCISE 4

इस वर्ष हमारा एन.सी.सी. का वार्षिक शिविर नैनीताल में लगने जा रहा है। कैम्प में जाने से पहले हमें नई सर्दी और सर्दियों के कपड़े¹ दिये जायेंगे। नैनीताल में गर्मियों में भी रातें इतनी ठंडी होती हैं कि लोगों को गर्म कपड़े प्रयोग करने पड़ते हैं। फिर कभी-कभी मौसम एक दम बदल जाता है। अचानक वर्षा हो जाती है और तापमान तेजी से गिर जाता है। मौसम को ध्यान में रखते हुए ही मैंने कुछ अपने व्यक्तिगत गर्म कपड़े² भी ले लिये हैं। हम रविवार की सुबह यहाँ से बस द्वारा रवाना होंगे। हमारे साथ हमारे एन.सी.सी. के अफसर भी जायेंगे। रास्ते में हमारा बरेली रुकने का कार्यक्रम है। वहाँ पर हम शायद दो घंटे टहर सकते हैं क्योंकि हमें वहाँ नाश्ता आदि दिया जायेगा और वहाँ पर हमें थोड़ा विश्राम भी करना है। नैनीताल में हमें वन विभाग के विश्रामालय³ के निकट अपने खेमे स्थापित लगाने⁴ हैं। कैम्प की अवधि में⁵ हमें शस्त्र प्रशिक्षण⁶ के अलावा कई अन्य महत्वपूर्ण विषय भी पढ़ाये जायेंगे।

1. सर्दी के कपड़े—*winter clothing*, 2. व्यक्तिगत गर्म कपड़े—*personal woollen clothing*, 3. विश्रामालय—*rest house*, 4. खेमां लगाना—*pitch a tent*, 5. अवधि में—*during*, 6. शस्त्र-प्रशिक्षण—*weapon training*

EXERCISE 5

एक बार अमरीका के राष्ट्रपति-जार्ज वाशिंगटन चोड़े पर चढ़ कर¹ कहीं जा रहे थे। रास्ते में उन्होंने देखा कि कुछ फौजी जवान लकड़ी के एक भारी लूटके को उठाने की चेष्टा कर रहे हैं। उनका नायक जो एक कॉर्पोरल था अलग खड़ा हुआ था और जवानों को दूर से ही आदेश दे रहा था। जार्ज वाशिंगटन ने समझ लिया कि लूटका इतना भारी है कि ये लोग इसे उठा नहीं सकते। वह यह भी समझ गया कि यदि एक आदमी और लूटका उठाने में उन लोगों की सहायता कर दे तो

लट्ठा अवश्य ही उठाया जा सकेगा। कार्पोरल तो लट्ठे को हाथ लगाने में अपना अपमान समझता ही था। जार्ज वॉशिंगटन तुरन्त अपने घोड़े से उतरा। अपना कोट निकाल कर वह लट्ठा उठाने में सैनिकों की सहायता करने लगा। लट्ठा उठ गया। जाते हुए वह उस कार्पोरल से कहता गया कि यदि उसे भविष्य में किसी काम के लिये एक और आदमी की आवश्यकता पड़े तो वह अपने जनरल को बुला ले। यह सुनकर कार्पोरल ने जार्ज वॉशिंगटन को ध्यान से देखा। यह पहचान कर कि घुड़सवार अन्य कोई नहीं बल्कि उसका जनरल जॉर्ज वॉशिंगटन ही था, उस कार्पोरल को अपने व्यवहार पर बहुत ही खेद हुआ। इस कहानी से हमें सबक मिलता है कि कोई भी काम इतना तुच्छ नहीं होता कि हम उसे अपने हाथ से न कर सकें। अपना काम स्वयं करने में लज्जित नहीं होना चाहिए बल्कि गर्व का अनुभव करना चाहिये।

1. घोड़े पर चढ़ कर—on horse back. 2. आदेश देना—instruct. 3. हाथ लगाना—touch. 4. तुच्छ—low. 5. लज्जित होना—be ashamed. 6. गर्व का अनुभव करना—feel pride

EXERCISE 6

यह छोटी सी घटना महान वैज्ञानिक न्यूटन के जीवन की है। एक बार न्यूटन अपनी पढ़ने की मेज पर मोमबत्ती जलती हुई छोड़कर थोड़े समय के लिए कहीं चले गये। मेज पर उनके बहुत से महत्वपूर्ण कागज रखे हुए थे। न्यूटन की अनुपस्थिति में उसका कुत्ता डायमण्ड कमरे में पहुँच गया। उछल कर वह मेज पर बैठ गया और मोमबत्ती गिर गई। कागजों में आग लग गई और वे जलकर खाक हो गये। ज्यों ही न्यूटन लौट कर आये और कमरे में घुसे तो उन्होंने यह सब दृश्य देखा। उनके स्थान पर कोई अन्य व्यक्ति होता तो क्रोध से पागल हो जाता और कुत्ते पर दूट पड़ता। किन्तु न्यूटन ने ऐसा नहीं किया। वे शान्त रहे और कुत्ते से केवल इतना कहा कि तू नहीं जानता कि तूने मेरी कितनी हानि की है।

1. जीवन की है—is related to the life of, 2. आग लगना—catch fire, 3. जलकर खाक हो जाना—be burnt to ashes, 4. दूट पड़ना—pounce upon

EXERCISE 7

हमारी इस प्राचीन भूमि पर अनेक महापुरुषों ने जन्म लिया है। स्वामी दयानन्द सरस्वती उन्हीं महापुरुषों में से एक हैं। उनका बचपन का नाम मूलशंकर था। मूलशंकर जब लगभग 14-15 वर्ष का ही रहा होगा तो एक छोटी सी घटना ने उसके जीवन व विचार पर गहरा प्रभाव डाला। शिवरात्रि का पर्व था। वह अपने परिवार के लोगों के साथ भगवान शिव के मन्दिर में पूजा करने गया हुआ था। वहाँ वह क्या देखता है कि एक चूहा भगवान शिव की मूर्ति पर चढ़ाया हुआ भोजन खा रहा है और मूर्ति पर इधर उधर दौड़ रहा है। बालक मूलशंकर के मन में एक विचार कौंध गया। उसने समझ लिया कि पत्थर की मूर्ति भगवान नहीं हो सकती। बाद में मूलशंकर ने अपना घर त्याग दिया और सच्चे ईश्वर की खोज में घूमने लगा। मथुरा में उसकी

भेंट स्वामी विरजानन्द सं हुई जिन्होंने उसे वेदों का अध्ययन करवाया। यही मूलशंकर ज्ञान प्राप्त कर स्वामी दयानन्द सरस्वती के नाम से जाना गया। एक निर्भीक, समाज-सुधारक, एक क्रान्तिकारी चिन्तक और एक सच्चे देश भक्त के रूप में स्वामी जी का नाम सदैव ही सम्मान से लिया जायेगा। हमारा देश व समाज उनका सदैव ऋणी रहेगा।

1. चढ़ाया हुआ—offered. 2. कौंध गया—flashed, 3. समाज-सुधारक—social reformer, 4. क्रान्तिकारी चिन्तक—revolutionary thinker, 5. ऋणी—indebted to

EXERCISE 8

तीन शताब्दियों से भी अधिक पहले चश्मों के आविष्कारक² रोजर बेकन ने यह बतलाया था कि दूरबीन³ कैसे बनाई जा सकती है। उसने यह दिखलाया था कि किस प्रकार एक विशेष प्रकार के लेन्स का प्रयोग करके आँख की शक्ति बढ़ाई जा सकती है। किन्तु पहली दूरबीन का निर्माण एक दूसरे चश्मे वाले व्यक्ति ने 1608 में किया। इस यन्त्र⁴ के विषय में सुनकर गेलीलियो ने इसकी रचना के सिद्धान्तों की खोज करना प्रारम्भ कर दिया। और फिर उसने अपने लिये एक ऐसी दूरबीन तैयार कर ली जो उसके मूल नमूने⁵ से भी बेहतर थी। गेलीलियो की दूरबीन ने इटली में सनसनी पैदा कर दी⁶। यह दूरबीन 50 मील दूर की वस्तु को इतना साफ दिखा सकती थी जैसे यह केवल 5 मील दूर हो। अपनी दूरबीन से उसने आकाश गंगा⁷ चन्द्रमा, बृहस्पति⁸ शुक⁹ की विभिन्न अवस्थाओं¹⁰ को बार-बार देखा और वह इस निष्कर्ष पर पहुँचा कि अस्त का यह कहना गलत था कि पृथ्वी ब्रह्माण्ड का केन्द्र है। इस विषय में उसने पाया कि कॉपरनिकस का सौर-मण्डल के विषय में जो मत था उसका ठोस वैज्ञानिक आधार है। अपने अवलोकन¹¹ के आधार पर गेलीलियो ने सन् 1910 में यह प्रतिपादित किया¹² कि पृथ्वी सौर-मण्डल के सारे ग्रह सूर्य के चारों ओर चक्कर लगाते हैं। बहुत समय तक तो लोगों ने जो गेलीलियो ने खोजा था उस पर विश्वास नहीं किया। किन्तु बाद में जब गेलीलियो द्वारा की गई, उस क्रान्तिकारी खोज को सत्य पाया गया तो संसार के सभी वैज्ञानिक व दार्शनिक उस महान खगोल-वैज्ञानिक¹³ की याद में नत-मस्तक हुए¹⁴।

1. चश्में—spectacles, 2. आविष्कारक—inventor, 3. दूरबीन—a telescope, 4. यन्त्र—instrument, 5. मूल नमूना—original model, 6. सनसनी पैदा करना—create a sensation, 7. आकाश गंगा—the milky way, 8. बृहस्पति—Jupiter, 9. शुक—Venus, 10. अवस्था—phases, 11. अवलोकन—observation, 12. प्रतिपादित करना—propound, 13. खगोल-वैज्ञानिक—astronomer, 14. नत-मस्तक होना—bow one's head.

EXERCISE 9

सही शिक्षा का वास्तविक ध्येय हमारे बौद्धिक स्तर¹ को उठाना है। बौद्धिक स्तर को उठाने का अर्थ शिक्षार्थी के मस्तिष्क में दुनिया भर के² तथ्य और आँकड़े³ भरना नहीं है।

कि उसे इस योग्य बन्धन है कि वह दूसरे के दृष्टिकोण को ठीक प्रकार समझ सके। साध ही
का छेय उसमें मौलिक चिन्तन की क्षमता विकसित करना है। सच्ची शिक्षा हमें यह
बताती है कि हम किस प्रकार दूसरे के दृष्टिकोण से समझीता करें? और किस प्रकार अपने
विचारों को दूसरों के समक्ष प्रस्तुत करें। इसके अतिरिक्त सही अर्थों में विद्यार्थी वह है जो सदैव
सुनने को तत्पर हो और जो दूसरों के विचारों की कदर कर सके। वह यह जानता है कि जब
इसके पास कहने योग्य कुछ नहीं है तो वह चुप रहे और यह भी समझता है कि वह कितना बोले
और कब बोले। अर्थात् सही शिक्षा का प्रयोजन विद्यार्थी के मस्तिष्क को सही प्रकार से
नुशासित करना है।

1. नैतिक और नैतिक स्तर—intellectual and moral standard, 2. मस्तिष्क में
रखना—stuff one's mind with, 3. दुनिया भर के—a host of, 4. तथ्य और
संकेत—facts and figures, 5. योग्य बनाना—enable, 6. मौलिक चिन्तन—original
thinking, 7. समझीता करना—accommodate oneself to, 8. कदर करना—
appreciate

EXERCISE 10

समुद्र का जीवन भी कितना दिलचस्प है! कहा जाता है कि समुद्र में सारे विश्व से भी
अधिक जीवित पदार्थ विद्यमान हैं। समुद्री जल में असंख्य जीव-जन्तु पाये जाते हैं।
समुद्र का विशालतम जीव व्हेल। वास्तव में समस्त प्राणि-जगत में व्हेल सा बड़ी अन्य
कोई प्राणी नहीं है। इसकी दम इतनी शक्तिशाली होती है कि इसके एक ही वार से यह बड़ी से
बड़ी नौका को बरबाद कर सकता है। नीला व्हेल 90 फुट तक लम्बा हो सकता है और इसका
भार 70 टन तक हो सकता है। ऐसा समझा जाता है व्हेलों के पूर्वज धरती पर रहते थे। अब भी
व्हेल में पिछले पैरों के चिन्ह पाये जाते हैं। कई बातों में व्हेल पृथ्वी के स्तनधारी जीवों से
मिलता जुलता सा है। किन्तु युगों पहले व्हेल ने अपना घर बदल कर, पानी में रहना प्रारम्भ
कर दिया। व्हेल पानी में रहने के लिये उपयुक्त है। सफेद व्हेल आधा घंटे से भी अधिक समय
तक पानी के नीचे रह सकता है। व्हेल की आँखें बैल की आँखों से बड़ी नहीं होतीं किन्तु वह
शरीर-भाँति पानों के नीचे देख सकता है।

1. जीवित पदार्थ—living matter, 2. असंख्य—innumerable, 3. प्राणि-जगत—
animal world, 4. वार—blow, 5. पूर्वज—ancestors, 6. पिछले पैर—hind legs, 7.
स्तनधारी जीव—mammal, 8. मिलता जुलता सा है—somewhat resembles, 9.
उपयुक्त—suited

EXERCISE 11

कृषि रसायन के क्षेत्र में हुई खोजों से यह पता चला है कि अनाज वाली फसलों को
मुक्तः नत्रजन, फास्फोरस और पोटेशियम की आवश्यकता होती है। अनुसंधान कर्ताओं
द्वारा यह भी बतलाया गया है कि जिन मृदाओं पर परम्परागत ढंग से खेती की जा रही है

उनमें बहुधा उपरोक्त तीन पोषक तत्वों की कमी पाई जाती है⁷। यही कारण है कि अधिकांश रासायनिक उर्वरकों में यही तीन तत्व बड़े अनुपात में पाये जाते हैं।

यूरोप और अमरीका के विकसित देश रासायनिक खादों के कुल उत्पादन का बड़ा उपभोग कर लेते हैं⁸। दूसरी ओर भारत जैसे विकासशील देश उर्वरकों की उतनी मात्रा अपनी फसलों को नहीं देते⁹ जितनी कि फसलों को आवश्यकता है। इसका प्रमुख कारण तो यह है कि विकासशील देशों के कृषक पूरी मात्रा में इतने महंगे उर्वरक, क्रय करने की क्षमता नहीं रखते¹¹। पिछले दो दशकों में अधिक उपज देने वाली गेहूँ की नस्लों¹² के लिये अधिक उर्वरक की आवश्यकता पड़ी है किन्तु हमारा कृषक अपनी फसलों को पूरी खुराक¹³ नहीं दे पाया है और परिणामस्वरूप वह अधिकतम¹⁴ पैदावार लेने में असफल रहा है।

1. खोजों—researches, 2. अनाज वाली फसलें—cereal crops, 3. अनुसन्धानकर्ताओं—search scholars, 4. परम्परागत—traditional, 5. खेती—farming, 6. पोषक तत्व—nutrients, 7. कमी पाई जाती है—are found deficient in, 8. उपभोग करना—consume, 9. विकासशील—developing, 10. देना—apply, 11. क्षमता—afford, 12. नस्लों—varieties, 13. खुराक—dose, 14. अधिकतम—maximum

EXERCISE 12

किसी ने खूब कहा है कि व्यक्ति का भाग्य काफी हद तक उसके परिश्रम और चरित्र पर निर्भर करता है। यह बात तो सत्य ही है कि कोई भी व्यक्ति महान नहीं बन सकता यदि वह परिश्रम से जी चुराता है² और यदि उसमें चरित्र की कमी है³। इसी प्रकार कोई भी राष्ट्र महान नहीं बन सकेगा यदि उसके निवासी आलसी हैं अथवा उनका चरित्र उत्कृष्ट⁴ नहीं है। परिश्रम और चरित्र एक नींव⁵ के समान हैं जिस पर सफलता और महानता के भवन का निर्माण होता है। यदि नींव कमजोर है तो क्या कोई मजबूत और टिकाऊ⁶ भवन उस पर बनाया जा सकता है? क्या हमारा पर्वत पर चढ़ना सम्भव है यदि हमारे पैरों के नीचे की धरती खिसक रही हो।

1. काफी हद तक—to a considerable extent, 2. परिश्रम से जी चुराना—grudge labour, 3. चरित्र की कमी होना—lacking in character, 4. उत्कृष्ट—noble, 5. नींव—foundation, 6. टिकाऊ—durable, 7. खिसकना—slip

EXERCISE 13

हमारा एक महान देश है। शताब्दियों तक हमारा इतिहास बहुत शानदार रहा है। न कि केवल पूर्व के देश बल्कि समस्त पश्चिम के देश हमारी प्राचीन संस्कृति की छाप लिये हुए हैं। हमारे दर्शन और हमारी कलाओं ने पश्चात्य विचार³ और जीवन को काफी⁴ प्रभावित किया है। आज जब हमारा देश आगे बढ़ने की चेष्टा कर रहा है तो सभी भारतवासियों का कर्तव्य है कि देश की सेवा में जुटे रहें⁵। जो कार्य समाज ने हमें दिया है उसे निष्पक्षपूर्वक⁶ सम्पन्न करने में कोई कमी न छोड़ें। विद्यार्थियों का उत्तरदायित्व और भी बड़ा है। कल का भारत क्या होगा यह बात के विद्यार्थियों के परिश्रम व चरित्र पर ही निर्भर है। देश विद्यार्थियों से अपेक्षा करता है।

उनके जीवन स्वच्छ और उत्कृष्ट हों और देश की निस्वार्थ सेवा के लिए समर्पित हों। तभी हमारा देश आने वाले समय में अपने प्राचीन गौरव¹⁰ को प्राप्त कर सकेगा।

शताब्दी—a century, 2. छाप लिये रहना—bear the stamp, 3. पाश्चात्य-विचार—western thought, 4. काफी—considerably, 5. जुटे रहना—keep oneself devoted, निष्ठापूर्वक—faithfully, 7. सम्पन्न करना—accomplish, 8. अपेक्षा करना—expect, समर्पित—dedicated, 10. गौरव—glory

EXERCISE 14

भारत के इतिहास पर एक सरसरी दृष्टि डालने¹ से भी हमें पता चलेगा कि अपने इतिहास के महानतम कालों² में हमारे लोग एक दूसरे के धर्मों व मतों³ के प्रति कितने सहिष्णु⁴ थे। यद्यपि अशोक ने दूर देशों में भी अपने धर्मप्रचारक⁵ भेजे थे, वे समन्वय⁶ के सिद्धान्त के प्रार्थमिकता देते थे। गुप्त काल में एक चीनी यात्री भारतवर्ष आया था। उसका नाम था फाहियान (Fa Hien)। दस वर्ष तक यहाँ रहकर उसने हमारे जीवन के विभिन्न पहलुओं⁷ का गहराई से अध्ययन किया। हमारे देशवासियों के धार्मिक सहिष्णुता व उनके आपसी सद्भाव⁸ से प्रभावित होकर उसने हमारे धार्मिक दृष्टिकोण की खुले दिल से प्रशंसा की। अकबर महान ने तो अपने प्रशासन⁹ व व्यक्तिगत जीवन में सब धर्मों को बराबर सम्मान दिया और यह तथ्य किसी से छिपा नहीं है कि इन कालों में हमारा देश बहुत शक्तिशाली व सम्पन्न था।

1. सरसरी दृष्टि डालना—throw a cursory glance, 2. काल—period, 3. मतों—faiths, 4. सहिष्णु—tolerant, 5. धर्मप्रचारक—missionaries, 6. समन्वय—concord, 7. प्रार्थमिकता देना—give priority, 8. पहलु—aspect, 9. आपसी सद्भाव—mutual goodwill, 10. प्रशासन—administration

EXERCISE 15

यह सर्वविदित¹ है कि जब-जब हमारे लोगों अथवा शासकों ने सहिष्णुता के स्थान पर धर्मान्धता² का मार्ग चुना तो जीवन के प्रत्येक क्षेत्र में हमारा पतन हुआ³। अब भी हमें अपने इतिहास से सबक लेना चाहिये। यह जानते हुये कि परस्पर मतभेद⁴ से हम कमजोर होते हैं, हमें कोई काम ऐसा नहीं करना चाहिये जिससे हमारे लोगों में दुर्भावना⁵ उत्पन्न हो। भले ही हमारे देश में विभिन्न बोलियाँ बोली जाती हैं और विभिन्न धर्म व रीति-रिवाज पाये जाते हों, हमारे समूचे देश की जीवन-चर्चा⁶ में काफी समानता है। विविधता⁷ के बावजूद हमारे देश में एक गहन एकता अन्तर्निहित⁸ है। हमें अपने विचारों व कार्यों द्वारा इसी एकता की भावना को पुष्ट करने⁹ की चेष्टा करनी है।

1. सर्वविदित—known to everybody, 2. धर्मान्धता—fanaticism, 3. पतन—decline, 4. परस्पर मतभेद—mutual dissensions, 5. दुर्भावना—ill-will, 6. जीवन-चर्चा—life-routine, 7. विविधता—diversity, 8. अन्तर्निहित—latent, 9. पुष्ट करना—strengthen

PART IV
COMPREHENSION, COMPOSITION
AND
VOCABULARY

16 THE COMPREHENSION OF UNSEEN PASSAGES

How to Attempt an Unseen Exercise

Reading comprehension is an important aspect of language learning. That is why comprehension tests based on unseen passages form a part of an English course. At the Intermediate level the student is required to answer questions on the given unseen passage. He has mainly to—

1. supply a suitable title to the passage,
2. explain the specified portions, and
3. give the substance of the passage in his own words.

However, some other short-answer type questions have also been set on unseen passages in this book.

It is obvious that in order to answer the questions the student should be able to grasp the main theme and the chain of ideas expressed in the passage. For this purpose he should read the passage twice or thrice so as to get at the meaning of the passage. He should not be discouraged by unfamiliar words that he comes across as the context will help him grasp the meaning.

The student should bear in mind the following suggestions while doing an unseen exercise :

1. **Answering Questions**—The answers to the questions should be brief and to the point. The student should answer the questions in his own words and should not bodily lift some portion of the passage as an answer to the question.
2. **Giving a Title**—If a title is to be given to the passage, a word or phrase should form the title. It is necessary to remember that the title should clearly give an idea of the central theme of the passage. Sometimes it is possible to extract a word or phrase actually occurring in the passage to serve as the title.
3. **Explaining the Underlined or Italicized Portions**—In explaining the specified portions of the passage substituting one word for another will not serve the purpose. The meaning of the portion in its proper context should be clearly elaborated.
4. **Writing the Substance**—The student should while reading the passage, sort out the main ideas contained in the passage. He

should then express these ideas in their proper sequence in his own language. Examples and such other details elaborating the idea need not be incorporated. The use of the first and second person pronouns and direct speech should be avoided. The substance should form a coherent passage containing the essential ideas of the original passage.

The size of the substance should be about one-third of the original passage.

UNSEEN PASSAGES (PROSE)

EXERCISE 1

Gandhi's great aim in life was to help to improve the condition of poor and suffering people, and to aid people in any way he could, but always without using force. He was against every sort of evil, no matter of what kind. When he tried to find out about the condition among poor farm workers, the people crowded around him by the hundreds. A friend had come among them, someone who wanted to help them, and to them this was something new. When the police ordered Gandhi to leave the place, he refused and in the court he explained why he could not obey. Then he asked the court to punish him for breaking the Law. The court did not know what verdict to give in such a case, and so let him go free. This was the first step in what came to be an important and common event in many parts of India to refuse to obey a law considered to be unjust, and at the same time calmly to accept any punishment that might be given and never to retaliate.

Questions

1. How did Gandhi help the poor and suffering people?
2. Why did the farm workers crowd around him?
3. Why did the police order him to leave the place?
4. Did he try to escape punishment?
5. Why had the court to let him go free?
6. What step of Gandhiji came to be an important event?

EXERCISE 2

A stout old lady was walking with her basket down the middle of a street in Patrograd to the great confusion of the traffic and with no small

peril to herself. It was pointed out to her that the pavement was the place for foot passengers, but she replied, "I'm going to walk where I like. We've got liberty now." It did not occur to the dear old lady that if liberty entitled the foot-passenger to walk down the middle of the road, it also entitled the cab driver to drive on the pavement, and that the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

Questions

1. Why did the old lady not walk on the pavement?
2. What was her interpretation of liberty?
3. Why do you think she was wrong about individual liberty?
4. Explain the portions printed in bold letters.
5. Suggest a suitable title to the passage.

EXERCISE 3

A book is essentially not a talked thing, but a written thing; written not with the view of mere communication, but of permanence. The book of talk is printed only because its author cannot speak to thousands of people at once. If he could, he would—the volume is mere multiplication of his voice. You cannot talk to your friend in India, if you could, you would; you write instead : that is mere conveyance of voice. But a book is written, not to multiply the voice merely, not to carry it merely, but to preserve it. The author has something to say which he perceives to be true and useful, or helpfully beautiful. So far as he knows, no one has yet said it; so far as he knows, no one else can say it. He is bound to say it, clearly and melodiously if he may; clearly, at all events. In the sum of his life he finds this to be the thing, or group of things, manifest to him—this the piece of true knowledge or sight, which his share of sunshine and earth has permitted him to seize.

Questions

1. Give a suitable title to the passage.
2. Choose the right answer :
A book is written essentially with the purpose of—
(a) providing pleasure
(b) mere communication

- (c) recording the message for all time
- (d) addressing a large population
- 3. What does the author of a book want to preserve?
- 4. Explain the portions printed in bold letters.
- 5. Write the gist of the passage.

EXERCISE 4

Television might be abused and then it may warp the minds of its viewers, especially those young ones, who are sensitive to every kind of impression. But if it is properly used, it may lead to the enhancement of human life itself. We should try, by means of this great mode of communication, which has such an immediate impact on the minds of people who view it, to enable them to cast off superstition, to emancipate their minds from any kind of narrowness, combat every kind of false idea which has taken lodgement in the minds of these people. It is, therefore, a great means of education. We should use it for that purpose and it is my earnest hope that the television will be employed in this country for the good purpose of improving the quality of our men and women and not for making them shoddy and sloven.

We should use documentaries, short plays, films, abridgments of classics, so that what the students do not get in schools and colleges might be provided for them when they view the television. That is what is necessary. I think, under proper management, it may be regarded as one of the highest modes of mass communication. You have there sight, hearing, pictures, music—all these things mixed together.

Questions

- 1. Write the substance of the above passage in about 60 words.
- 2. Explain the portions printed in bold letters.
- 3. Suggest a suitable title to the above passage.

EXERCISE 5

Among the many misfortunes that can befall a man, the loss of health is one of the severest. All the joys that life can give cannot outweigh the suffering of the sick. Give the sickman everything and leave his sufferings and he will feel that half the world is lost to him. Lay him on silken bed still he will groan sleepless under the pressure of his sufferings, while the miserable beggars with health sleep sweetly on the

hard ground. Spread his table with dainty choice foods he will thrust back the hand that offers them and envy the poor man who enjoys his piece of dry bread. He would deem himself happy if he could enjoy the health of meanest of his servants.

Questions

1. Choose the right answer :
The greatest misfortune that can befall a man is—
(a) the loss of health
(b) denial of best food
(c) the loss of wealth
2. What do you mean by, if he could enjoy the health of meanest of his servants?"
3. Give a suitable title to the above passage.
4. Explain the portions printed in bold letters.
5. Give a gist of the above passage.

EXERCISE 6

A youngman who makes dowry a condition of marriage, discredits his education and his country and dishonours womanhood. There are many youth movements in the country. I wish that these movements would deal with questions of this character. Such associations often become self-adulation societies, instead of becoming, as they should be, bodies representing solid reform from within. Good as the work of these bodies is at times in helping public movements, it should be remembered that the youth of the country have their reward in the public appreciation they get. Such work, if it is not backed by internal reform, is likely to demoralize the youth by creating in them a sense of unwarranted self-satisfaction. A strong public-opinion should be created in condemnation of the degrading practice of dowry, and young men, who soil their fingers with such ill-gotten gold, should be ex-communicated from society. Parents of girls should cease to be dazzled by English degrees, and should not hesitate to travel outside their little castes and provinces to secure true gallant young men for their daughters.

Questions

1. Suggest a suitable title to the above passage.
2. Explain the portions printed in bold letters.
3. Write the substance of the passage in not more than 50 words.
4. How can parents help solve the problem of dowry?

EXERCISE 7

The formation of the United States provides an interesting story on its own. Soon after the famous Voyage of Columbus to the New World in 1492, people in Europe became more and more interested in the vast new continent at the other side of the Atlantic Ocean. In those days, this dangerous sea Voyage took many weeks, and travelling in the Wooden sailing ships which were used for the Voyage was extremely uncomfortable. But many people from Europe made the Voyage and began to build new homes along the eastern coast of North America. Gradually, over the year, substantial settlements of British, Dutch and French people were established along the east coast.

Questions

1. Why is America called the New World?
2. Why did people from Europe go to the New World?
3. How is the sea Voyage today not so dangerous as in those days?
4. Name the countries from which people went and settled in North America.
5. Suggest a suitable title to the passage.

EXERCISE 8

For, centuries men have watched the bleak, mysterious moon drift across the heavens and have created myths about its power; how it influenced weather, harvests, fishing and even human behaviour including love and lunacy. Slowly, usually reluctantly, men have learned to discard these superstitious notions of the mythical ties between earth and the moon. Yet, very real physical ties do exist : the moon's pulling power causes the tides of oceans and seas to swell and ebb, and the moon's reflective power illuminates our night skies. With the advent of the Space Age, the moon is no longer a symbol of the unattainable but an extremely tempting target that can be hit by a rocket.

Questions

1. What were the superstitious notions about the moon?
2. What is the difference between 'mythical ties' and 'physical ties' between the moon and the earth?
3. What are the physical ties between the moon and the earth?
4. In what way did the advent of the Space Age change our notions about the moon?
5. Explain the portions printed in bold letters,

EXERCISE 9

With most of us love is possessiveness. Where there is jealousy, envy, it breeds cruelty, it breeds hatred. Love can only exist and flower when there is no hate, no envy, no ambition. Without love, life is like the barren earth, arid, hard, brutal. But the moment there is affection it is like the earth which blossoms with water, with rain, with beauty. One has to learn all this when one is very young, not when one is old, for then it is too late. Then you become prisoners of society, environment, of husband, wife, office. Find out for yourself if you can behave with affection. Can you go to your class punctually because you feel you do not want to keep people waiting? Can you be punctual for your meals because, again, you do not want to keep people waiting? Can you stop shouting while you are together because there are other people watching you, being with you?

Questions

1. What is the root cause of hatred?
2. Choose the correct alternative :
Learning to love is difficult for a person at an advanced age because.—
(a) he is mentally weak.
(b) he has less learning ability.
(c) he has already acquired fixed modes of thinking and acting.
(d) he has no desire to learn.
3. Suggest a suitable title to the passage.
4. Explain the portions printed in bold letters.
5. Write the substance of the passage.

EXERCISE 10

Mankind is faced with one overwhelming problem these days—that of dwindling energy resources. Oil, one of the most widely used sources of energy, is being exploited at such a fast rate that within a few decades, the earth may be faced with the prospect of having tapped oil resources all over the world. The same is the case with coal and several other such natural resources which have been traditionally used to power man's energy—gobbling inventions.

The discovery of nuclear energy has eased the problem to some extent. But the cry is on daily to discover alternative sources of power

and energy. It is in this context that solar energy has been very much in the news of late. The idea of using the natural heat of the sun as a source of energy has been hailed the world over as a means of postponing a global energy crisis.

What exactly is solar energy and solar power? To get the answer, it is necessary to understand that the earth receives only a tiny fraction of the **sun's huge and continuous flood of energy**. But this quantity is equivalent to the output of 173 million of the world's largest power stations—most of which are burning costly and irreplaceable fossil fuels.

Questions

- Complete the following statement with the best alternative :
Man is striving to discover alternative sources of power and energy because:—
 (a) oil resources all over the world will be exhausted within a few decades.
 (b) [†] traditionally used natural resources for energy are not suitable for the present needs.
 (c) natural resources of energy are costly and irreplaceable.
 (d) energy resources are dwindling at a faster rate.
- Write the substance of the above passage in about 50 words.
- Explain the portions printed in bold letters.
- Suggest a suitable title to the above passage.

EXERCISE 11

We become conscious of our weakness the moment we are placed in some responsible position. We then try to **prove equal to the task**. If we are ever tempted to go astray, it is this thought which prevents us from doing so. Does the editor ever care to **welgh his words** when he launches his fiery denunciation day in and day out against the government? But let him have a seat in the cabinet. No one is so thoughtful, so wise, so far-sighted as he. Or, take the case of a young man. How reckless and irresponsible he is! But let him marry and have children. The same wild youth is now transformed into a sober and grave householder.

Questions

- Write down a substance of the above passage.

2. Explain the portions printed in bold letters.
3. Suggest a suitable title to the passage.
4. What transforms a reckless youth into a sober householder?

EXERCISE 12

'Hum Do Hamare Do' is one of the advertisements which we hear daily on different media. Although **the two children ideal** has been encouraged for sometime, the rate of pupulation growth in India is still unacceptably high and it is expected to be 100 millions by the end of 2000 A.D. This shows that people have not been conforming the programme as desired. Population experts warn that if **the present demographic trend is not checked**, the present population explosion would ruin the country and fail our five-year plans.

The picture becomes more stark when viewed against the back-drop of ecological deterioration and over-concentration of population in the Terai area. A mid-term review by the U.N. Fund for Population Activities described the problem as characterised by "a rapidly growing young, largely illiterate and poor population in a country with an already large size of population." Though the pace of development has been gradual, it has nevertheless contributed to decreasing the mortality rates substantially while the fertility rates have remained stationary.

Questions

1. What makes the picture more gloomy?
2. Why have the fertility rates remained stationary?
3. Give a suitable title to the above passage.
4. Explain the portions printed in bold letters.
5. Give a gist of the above passage.

EXERCISE 13

Floods continue to occur and cause heavy damage each year. Permanent flood control measures must, therefore, include other things besides the construction of embankments and drainage channels. This brings up the question of stopping the **deforestation of the mountains** where most of our rivers rise. The 'Chipko movement' launched by Mr. Sunder Lal Bahuguna has focussed attention on this aspect of the matter. Mountain forests are a natural protection against floods in the rivers. The dense

vegetation of mountain forests acts as a brake on snow and sucks up part of the rainfall. The cutting down of these forests removes this protective cover, turning small streams into raging torrents. The disappearance of this cover also causes immense soil erosion. This in turn leads to the silting-up of the rivers in the plains, and the silting-up of the mid-stream causes the rivers to **burst their banks** during the rainy season. If the deforestation in the high altitude areas in our country continues at the present pace, floods, avalanches and land slides could be the inevitable result.

Questions

1. What is 'Chipko movement'?
2. How do forests help us in checking floods?
3. Give a suitable title to the above passage.
4. Explain the portions printed in bold letters.
5. Give a gist of the above passage.

EXERCISE 14

There is no doubt that the custom (of dowry) is heartless. The system has to go. Marriage must cease to be a matter of arrangement made by parents for money. The system is intimately connected with caste. So long as the choice is restricted to a few hundred young men or young women of a particular caste, the system will persist no matter what is said against it. The girls or boys or their parents will have to **break the bonds of caste**, if the evil is to be eradicated. Then, the age for marrying, has also to be raised and the girls have to dare to remain spinsters, if need be i.e. if they do not get a suitable match. All this means education of a character that will revolutionize the mentality of the youth of the nation. Unfortunately the system of education has no connection with our surroundings which, therefore, remain practically untouched by the education received by a microscopic minority of the boys and girls of the nation. Therefore, it is clear to me that this evil and many others can only be tackled if there is education which responds to the rapidly changing conditions of the country.

Questions

1. Complete the following statement with the best alternative :
The evil custom of dowry can be abolished only if

- (a) **marriages arranged by parents for money are condemned in the society.**
- (b) **the age for marrying is raised.**
- (c) **the girls dare to remain spinsters.**
- (d) **inter-caste marriages are promoted in the society.**
2. What weakness does the author notice in the system of our education?
 3. Explain the portions printed in bold letters.

EXERCISE 15

In order to speak well you must know your subject. Some speakers acquire their information from books, others from experience, and others, the best, from both. It is useless to endeavour to explain how **would-be speakers should acquire power and shot for their speeches.** Any such explanation would involve a discussion of the whole question of education. In short if **a speaker has got very little in his head,** he can get very little out of it.

Knowing a subject does not, however, imply the power of expressing what we know in a **lucid and attractive form.** Socrates was of opinion that every one can speak sufficiently well about what he understands, but, as Cicero remarked, it would be more true to say that no one can speak well on a subject which he does not understand, and that even if he understands a subject he cannot speak well unless he knows how to express himself.

Questions

1. What are the basic requirements for speaking well on a subject?
2. Identify the special qualities of a good speech.
3. Give a suitable title to the above passage.
4. Explain the portions printed in bold letters.
5. Give the substance of the passage in your own words.

EXERCISE 16

The industrial revolution saw a great increase in the population of Europe. These people wanted goods, tools, clothes, houses and all the things that make civilized life possible. The goods which they wanted had to be fairly cheap; cheap enough to be purchased out of the wages earned in factory or workshop. There were no restrictions on the manufacture of

goods and each factory competed with its rivals in finding markets for its produce.

The ever-increasing demand was for goods of high quality at low prices. That factory and that country prospered whose goods competed successfully with its rivals. As regards quality and price, this competition led to what is now called mass production in the nineteenth century. Henry Ford successfully applied mass production methods to the manufacture of motor cars. His business rivals were quick to imitate him, thus providing the truth of the old proverb, "Imitation is the sincerest form of flattery."

Questions

1. What according to the author are the things which make civilised life possible?
2. Which factory or country prospered?
3. Give a suitable title to the above passage.
4. Explain the portions printed in bold letters.
5. Give a gist of the above passage.

EXERCISE 17

We want to see the product of our work. The bridge we planned, the house we built, the shoes we cobbled, help us to get before ourselves and so to realise more than a moment's worth of life and effort. The impermanence of each instant's thought, the transience of every flush of effort, tend to make our lives seem shadowy even to ourselves. Our memory is a sieve through which most that we pick up runs back like sand. But in work we find refuge and stability, for in the accumulated product of many days labour we can build up and present at last to our own sight the durable structure of what we meant to do. Then we can believe that our intentions, our hopes, our plans, our daily food and drink, have not passed through us for nothing for we have funded their worth in some tangible achievement which outlasts them.

Questions

1. How can we realise the worth of life and effort?
2. What is the difference between thought and work?
3. Why does the writer compare our memory to a sieve?
4. How can we prove our worth?
5. Explain the portions printed in bold letters.

EXERCISE 18

Because our eyes are so valuable to us both for work and for play, it is important that we should take very great care of them. By using our eyes foolishly it is possible to damage them so severely that they never fully recover. For this reason it is wise to observe a few simple rules, especially when reading, writing or doing other close work such as making models.

Whatever work we are doing there should always be enough light. It should be sufficiently strong and should at the same time be, evenly spread. If we are writing we should be in such a position that the hand which holds the pen does not cast a shadow on the paper where the letters are being formed. **Very strong light should be avoided** since it is tiring for the eyes, particularly when reflected from a sheet of white paper.

When reading or writing it is best to sit straight, but quite comfortably, and to have the page about twelve inches from the eyes.

Never look directly at a very bright light, such as the sun or a welder's arc, unless you have thick dark glass to look through. Lights as bright as these can quickly damage the retina beyond repair.

Questions

1. How can we protect our eyes from getting severely damaged?
2. Why should we never look directly at a very bright light?
3. Suggest a suitable title to the above passage.
4. Write a precis of the above paragraph in about 75 words.
5. Explain the portions printed in bold letters.

EXERCISE 19

The world is getting noisier and the noise is not only hard on our nerves—it is hard on our health. A UNESCO report published recently on noise-pollution states that in the United States alone, 20 million people suffer hearing loss from noise-pollution—more than all other disabilities combined. In fact the report further says, **noise induced hearing loss is the most common industrial disease in that country.**

Besides exposure to high-pitched rock-music, even such household appliances which are found everywhere as kitchen blenders produce noise at levels that may cause hearing loss. The problem is greater with noise in

the workplace. Another study from the Federal Republic of Germany showed that workers in noisy environments were more prone to cardiovascular disease than those in noise-free environments.

Questions

1. What do you understand by 'noise-pollution'?
2. What are the various causes of noise-pollution?
3. Why do workers suffer from cardiovascular disease?
4. Give a suitable title to the above passage.
5. Explain the portions printed in bold letters.
6. Give a gist of the above passage.

EXERCISE 20

The real ornament of woman is her character, her purity. Metal and stones can never be real ornaments. The names of women like Sita and Damayanti have become sacred to us for their unsullied virtue, never for their jewellery; if they wore any. My asking from you your jewellery has also a wider significance. Several sisters have told me that they feel all the better for getting rid of their jewels. I have called this an act of merit in more ways than one. No man or woman is entitled to the possession of wealth, unless he or she has given a fair share of it to the poor and the helpless. It is a social and religious obligation and has been called sacrifice by the *Bhagavad Gita*. He who does not offer this sacrifice has been called a thief. The *Gita* has enumerated many forms of sacrifice, but what greater sacrifice can there be than to serve the poor and the needy? For us, today, there can be no sacrifice higher than to forget the distinction of high and low and to realize the equality of all men. I also wish to bring home to the women of India that real ornamentation lies not in loading the body with metal and stone, but in purifying the heart and developing the beauty of soul.

1. What is the author's advice to the women of India?
2. Who is called a thief according to the *Bhagavad Gita*?
3. Explain the portions printed in bold letters.

EXERCISE 21

The man who has not the habit of reading is imprisoned in his immediate world, in respect of time and space. His life falls into a set routine; he is limited to contact and conversation with a few friends and

acquaintances and he sees only that what happens in his immediate neighbourhood. From this prison there is no escape. But the moment he takes up a book, he is immediately put in touch with one of the best talkers of the world. This talker leads him on and carries him into a different country or a different age, or unburdens to him some of his personal regrets, or discusses with him some special line or aspect of life that the reader knows nothing about. An ancient author puts him in communion with a dead spirit of long ago, and as he reads along, he begins to imagine what that ancient author looked like and what type of person he was.

Questions

What is the passage about?

How can we broaden our outlook?

Explain the portions printed in bold letters.

Write down the substance of the passage.

EXERCISE 22

Destruction of forests has a major impact on the productivity of our crop lands. This happens in two ways. Soil erosion increases manifold and the soil literally gets washed away, leading to an accentuated cycle of floods and droughts. But equally important is the impact of the shortage of firewood on the productivity of crop lands. When firewood becomes scarce, people begin to burn cowdung and crop wastes. In many places cowdung and crop wastes are now the major sources of cooking energy. Thus, slowly every part of the plant gets used and nothing goes back to the soil. Over a period of time this **nutrient drain affects crop productivity**. Add to this the technology of the Green Revolution: the technology of growing high yielding varieties on a limited diet of chemical fertilizers like nitrogen, phosphates and potash. The total biomass production goes up and so does the drain of the nutrients from the soil.

Questions

Mention two disadvantages of the destruction of forests.

How does the scarcity of firewood affect food production?

What is the impact of the technology of the Green Revolution on the soil?

Explain the portions printed in bold letters.

How can the soil be enriched?

EXERCISE 23

Courage is a mental state—an affair of the spirit—and so it gets its strength from spiritual and intellectual sources. The way in which these spiritual and intellectual elements are blended, I think, produces roughly two types of courage. The first, an emotional state which urges a man to risk injury or death—physical courage. The second, a more reasoning attitude which enables him coolly to take career, happiness, his whole future, on his judgement of what he thinks either right or worth while—moral courage.

Now these two types of courage, physical and moral, are very distinct. I have known many men who had marked physical courage but lacked moral courage. Some of them were in high places but they failed to be great in themselves because they lacked it. On the other hand, I have seen men who undoubtedly possessed moral courage, very cautious about taking physical risks, but I have never met a man with moral courage who couldn't, when it was really necessary, face bodily danger. Moral courage is a higher and a rarer virtue than physical courage.

Questions

1. What are the two types of courage mentioned in the passage?
2. How does the behaviour of a man possessing moral courage differ from that of a man possessing physical courage?
3. Choose the correct alternative :
Some highly placed men could not achieve greatness for want of—
 (a) strong determination
 (b) moral courage
 (c) physical strength
 (d) physical courage
4. Explain the portions printed in bold letters.
5. Give a suitable title to the passage.

EXERCISE 24

For better or for worse, the individual search for identity is a feature of the modern society. It can be repressed by force or by working up temporarily some kind of fanaticism. Democracy has the merit of being founded on a philosophy which recognizes the value of the individual. In

theory, though not always in practice, it respects individuality and allows it to develop on the basis of certain fundamental rights sanctioned by the Constitution or the accepted tradition of the country. Democracy is tolerant of diversity. In fact, it is tolerant of scepticism itself as a creative force in the intellectual and spiritual evolution of man.

Freedom of the individual, along with the other freedoms it entails and the method of peaceful change of government may be regarded, then, as the cornerstone of the system of parliamentary democracy. From these basic principles can be derived whatever there is to admire in this system of government.

Questions

1. What kind of philosophy has given rise to democracy?
2. Say whether the following statements are true or false :
 - (a) Democracy represses individuality.
 - (b) Democracy upholds individual freedom.
 - (c) Diverse cultural traditions can exist together in a democratic setup.
 - (d) Difference of opinion is not permitted in democracy.
3. What are the two essential features of parliamentary democracy?
4. Explain the portions printed in bold letters.
5. Suggest a suitable title to the passage.

EXERCISE 25

To expect a permanent success without self-help is simply building castles in the air. Many people attribute their failure to others. They think fear, envy, anger, egotism, selfishness, backbiting, insincerity and the like on the part of others are the causes of their failure.

A man of self-help thinks and acts in a different way. He never blames others for his failure and analyses his own actions till he finds out the real cause. The defects in others do not dishearten him. He tries his best to overcome his own shortcomings patiently and courageously. He wins the sympathy of others when he succeeds, even his enemies come to congratulate him. His friends rally round him to share his joy. But he never rests until the fruit of his labour is finally obtained.

Questions

1. Choose the right answer:

- A. A man of self-help—
- (i) builds castles in the air.
 - (ii) blames others for his failure.
 - (iii) thinks and acts in a different way and does not blame others for his failure.
- B. A person succeeds in life because —
- (i) he never rests till the fruit of his hard work is obtained.
 - (ii) he wins the sympathy of others.
 - (iii) his friends rally round him to share his joy.
2. What do you mean by a man of self-help?
 3. Explain the portions printed in bold letters.
 4. Write the gist of the above passage in your own words.
 5. Give a suitable title to the above passage.

17. LETTER WRITING

Letters are the commonest means of communicating with persons living far away. Depending upon the relationship between the sender and the addressee, letters differ in form and style. A letter written by a father to his son will certainly be different in style from a letter, written by an applicant to an employer or by a business firm to its customer. Letters can be classified into the following major types:

1. **Personal letters**—correspondence between friends and relatives.
2. **Official letters**—applications, complaints, letters to editors etc.
3. **Business letters**—correspondence between business firms and customers.

Letters usually have the following parts:

1. **The heading**—A letter begins with the address of the sender and the date of writing. In personal letters the address and the date are written in the right hand head corner at the top of the page.

Look at the following examples and note the way of writing the address and the date:

62, North Malaka,
Allahabad, U.P.
June 10, 1986.

The date may be written in either of the following ways:

June 10, 1968
10 June, 1968
10th June, 1968
June 10th, 1968

Business letters are written on letter heads. Here is an example :

ROOP CHAND & SONS
Educational Publishers
Civil Lines, BAREILLY

Ref.....

Date.....

The space after Ref. (reference number) and date is to be filled in at the time of writing the letter. The reference number is generally given in business letters and some official letters to facilitate identification and filing. It appears just below the address at the left hand side of the page.

2. **The inside address**—Inside address is not given in personal letter. Applications etc. generally begin with the inside address. It is written at the left hand top of the page.

To

The Secretary,
District Sports Association,
Nainital.

In business letters, the inside address is written at the right side of the page below the heading (printed letter head).

ROOP CHAND & SONS
Educational Publishers,
Civil lines, BAREILLY

Ref. X —123

Date—10th June, 1968

M/s Shiksha Pustak Bhandar,
Tanakpur,
Nainital.

The letter may be addressed either to the person, or the designation, or the firm, as the case may be.

3. **Salutation**—In personal letters the forms

Dear + relationship (Dear Father, Dear Aunt, Dear Mother etc.) and 'My dear + Name of the friend or son or daughter etc.' (My dear Meena, My dear Ramesh) are common. In official and business letters 'Dear Sir/Madam/Sirs' is the common form of salutation. 'Sir' is the common form of salutation to be used in official letters written to superior authorities.

4. **The message**—This is the most important part which forms the body of the letter. Here the writer writes what he wishes to communicate. The style in personal letters is quite friendly and informal. The

official and business letters are written in a formal style. There are certain fixed expressions to be used in formal letters. The writer should always remember that it is his duty to make himself understood to the reader. He should be simple, clear, brief, to the point and polite. Even the strongest feelings should be expressed in a polite manner, so that the reader is not offended.

5. **The complimentary close**—It depends on the type of the letter and the relationship between the writer and the addressee. Generally the salutation will decide the complimentary close. The following examples may prove useful.

Dear Father,

..... Yours affectionate son,

Dear Son,

..... Your loving father,

Dear Sir,

..... (in business letters and common official letters)

Yours faithfully

Sir,

(in official letters addressed to superior authorities)

Yours faithfully

Yours obediently

Dear Mr. + Name,

Dear Friend,

My dear Mohan, (to a friend)

Yours sincerely

Yours truly

6. **The signature**—In personal letters the writer simply writes his name below the complementary close. In business letters and some official letters the signature is put above the printed name/designation or the stamp of the office. In applications, the signature of the applicant is followed by his full address and the date.

PERSONAL LETTERS**1. A letter from a father to a son inquiring about family welfare and asking for money**

Government Intermediate College,
Uttar Kashi.
September 2, 1986.

My dear son,

Your letters are my best companions in this solitary place. I cannot tell you how delighted I was to receive your letter yesterday.

I hope you all must have overcome the pangs of separation. How lonely your mother must have felt after I took leave of her! I imagine Vandana would be sitting at her desk lost in her books. Is she continuing her lessons at Sangeet Samiti? How is your preparation for the I.A.S. examination going on? I have great expectations from you.

You have asked for a thousand rupees. I reckon your demand must be compelling but you have not written anything about them. Since your need appears to be urgent, I am sending the money by money order. I am sure you will use it judiciously.

I am looking forward to meeting you all during Deepawali. Meanwhile, please keep on writing letters. With love to you all,

Yours affectionate father.
Vijai Prakash

2. A letter from a mother to a daughter advising her about health measures

15. Subhash Nagar,
Baraut, (Meerut).
February 8, 1986.

My dear Nidhi,

We are worried to know that you suffer from cold and fever quite often. You should consult a doctor if the trouble continues. I can give you only some advice from experience. Do not expose yourself to the cold of the season. Wear enough clothes, whether it is day or night, without caring

for fashion or what your schoolmates say about you. Light exercise in the morning and some health tonic would also do you much good. Above all, feel yourself healthy and you will be well. Keep your spirits high and never feel depressed or worried about minor ailments. Last, but not the least, stick to your habit of offering prayers to the Almighty as usual. They have greater power than one can think of.

Please keep us informed about your health. Wishing you a long and healthy life,

Your affectionate mother,
Sarla.

3. A letter from a daughter to her father informing him of her progress

5, Girls' Hostel,
Crosthwaite Girls Inter College,
Allahabad.
January 3, 1986.

My dear father,

As I was awfully busy, I am sorry, I could not write to you earlier. Half-yearly examinations and the Annual Function left me hardly any time. Now I am free from the strain. Papa, you will certainly be proud to hear about the laurels won by your dear daughter in the annual function. I was adjudged as the best debater on the second day of the annual function. We entertained ourselves with a musical night. My performance at Jal Tarang kept the audience spell bound. It filled their hearts with joy and sweetness. I won prizes for both of the items.

Now I must tell you about my attainment in the half-yearly examinations. I have secured 76 per cent marks in the aggregate but only 53 per cent in Mathematics. I am afraid my performance has been much below your expectation. I am really sorry for it. I hope to do better as I have started working hard for the annual examinations. Your inspiring words ring in my ears and will help me realize my ambitions. The happiest day of my life would be one when I achieve my goal and fulfil your dream.

Wishing to hear something cheering from you,

Your dearest
Parul.

4. A letter from the eldest sister to her younger sister giving a piece of advice

99, Model Houses,
Lucknow.

7 Aughust, 1986.

My dear Richa,

Yesterday I was alone. Your face, sometimes thoughtful, sometimes lively, haunted my memory. I feel I must speak to you. Now that I am away, give your careful attention to Papa and Mummy. They are growing old and need assistance. It will be admirable, if you help mother in her kitchen work on holidays if not everyday. Be affectionate and sympathetic to Ashutosh and little Jhilmil. If you guide them in their studies, you will be doing the duty of a really good sister.

I need not tell you how you should or should not behave in your college. But as an elder I feel obliged to offer you a few pieces of advice. Do not try to be very fashionable or excessively modern. Better be friendly with all but at the same time be judicious in making friends. Politeness is a sign of culture but improper advances must be discouraged. Acquiring knowledge and learning good manners should be your aim. For the pleasure of life, you will have enough time in future.

Men build houses and women, homes. It is they who make home sweet. Cultivation of domestic arts and pursuance of some fine arts are highly desirable in a modern woman.

As your elder sister I could not help sermonizing. I am sure, you will appreciate my love and feelings for you. With best regards to all elders and kind regards to you,

Yours affectionately,
Veena

5. A letter to a friend inviting him to attend your brother's marriage

16, New Mumfordganj,
Allahabad.
June 1, 1986.

My dear Rajeev,

I am very glad to inform you that the marriage of my elder

brother, Vishwajit, has been settled. The marriage party will leave for Lucknow by the Ganga-Gomti Express train on 13 June at 5.55 a.m. The marriage will be solemnised the same night at 9 p.m. at 6, Green Lodge, Mahanagar. An air-conditioned coach has been reserved for us. Pankaj, Vivek and Anoop have also promised to join. We shall have a very pleasant time. As we are reaching sufficiently in advance, we shall have enough time to see historical and beautiful places of Lucknow. I wish you to be with us on this happy occasion and share our joy.

Eagerly waiting for your arrival,

Yours sincerely,
Shipriya.

OFFICIAL LETTERS

To

The Divisional Manager,
United Sales Corporation,
Hazratganj,
Lucknow.

Subject : Application for the post of a salesman.

Sir,

With reference to your advertisement in the Northern India Patrika of May 24, 1986 for the posts of salesman for your showrooms at Kanpur and Allahabad, I beg to offer myself as a candidate for one of them.

I am submitting below my biodata for your kind consideration :

- | | |
|------------------|--|
| 1. Name | - Prabhat Kumar |
| 2. Father's Name | - Sri Ramesh Behari |
| 3. Date of birth | - 4th July, 1966 |
| 4. Address | - c/o Sri Ramesh Behari,
31 A, Rambagh,
Allahabad. |

5. Educational Qualifications :

Examination Passed	Subjects	Division	Percent- age of Marks	Year	Examin- ing Body	Proof Furnished
High School	Hindi English General, Mathematics, Economics, Geography	I	65%	1982	Madhya mik Shiksha Parishad U.P.	Enclosure No 1
Intermediate	Hindi, English. Civics, Economics, Geography	II	58%	1984	-do-	Enclosure No. 2

6. Co-curricular Activities :

Activity	Distinction Achieved	Proof Furnished
Games and sports	was captain of the college Hockey Eleven for a year	Enclosure No. 3
Literary Activities	won the 2nd. prize in Dwivedi Memorial Debate	Enclosure No. 4

7. Experience:

Nature of work	Period	Proof Furnished
Worked as a salesman at the local Usha Sales and Service	1-1½ years	Enclosure No. 5

I wish to add here that I can speak both Hindi and English fluently, which will be helpful in my duties as a salesman.

Lastly, I assure you that if I am given a chance I shall with my hard work and perseverance prove myself worthy of the job.

Dated : 28.5.1986

Enclosures : Five

Yours faithfully,
Prabhat Kumar

Intermediate General English

377

Lakshmi Narain

27, Kaiserganj,
Unnao.

June 16, 1986

Dear Mr. Sangal,

I wish to draw your attention to the insanitary conditions prevailing around Kaiserganj. If you visit the place, you will find heaps of rubbish and garbage dumped along the streets and filthy water overflowing the drains.

The heaps of garbage and the filthy water collected in and along the drains have become breeding grounds for flies and mosquitoes. Obviously, the environment as a whole presents a serious health hazard and immediate action is necessary to start a cleanliness drive in the locality.

I hope you will please look into the matter personally and make proper arrangements to remove the filth from the locality and to keep it clean in future.

Yours sincerely,
Lakshmi Narain

Mr. B.P. Sangal,
Executive Officer,
Municipal Board,
UNNAO.

To

The Sub-Divisional Officer,
Telephones,
Allahabad.

Subject : Frequent telephone disorders.

Sir,

I wish to bring to your notice that telephone disorders have come to be a serious problem in our area. Most of the telephones in the locality including mine are lying dead and even when they start functioning, wrong numbers are very frequently connected on dialling.

Previously, complaints about these disorders were lodged from time to time. It is true they were attended to, but the correction of faults turned out to be only short-lived.

I, therefore, request you kindly to take personal interest in the matter and apply some effective measures to relieve us of the inconvenience caused by frequent telephone disorders.

Thanking you,

Dated : June 2, 1986

Yours faithfully,
Kailash Nath
370, Subhash Nagar,
Allahabad.

To

The Additional District Magistrate (Civil Supplies), Gorakhpur.

Subject : Scarcity of sugar and kerosene oil at the fair price shop.

Sir,

The government has set up a network of fair price shops to supply essential commodities at low price for the welfare of the people. Our village too has got a fair price shop to serve the people. But it is regretted that the functioning of the shop is far from satisfactory, which is causing great hardship to the people.

Sugar and kerosene oil are two commodities which are usually reported to be out of stock when the people go to the fair price shop to buy them. It is only on rare occasions that these items are available at the fair price shop. Helplessly, the people have to buy sugar from the open market and kerosene oil from the black market at much higher rates. There is general apprehension that some sort of corrupt practices are responsible for this state of affairs.

You are, therefore, requested kindly to institute an enquiry into the causes of this malfunctioning and take necessary steps to set things right. It would be a great relief to us and we shall be obliged to you for this.

Date : May 15, 1986

Yours faithfully,
Ram Sahai
Village—Obrai.
P.O.—Bali,
Dist.—Gorakhpur.

To

The District Supply Officer,
Varanasi

Subject : Application for a permit for sugar.

Sir,

The marriage of my daughter is to be solemnized on the 21st of June, 1986 at my residence. I am in need of one quintal of sugar for this purpose. It is well-known that sugar is being sold at a very high rate in the open market and so it would be a great financial relief to me if I get levy sugar at control rate.

I, therefore, request you kindly to issue me a permit for one quintal of levy sugar.

An invitation card is enclosed, herewith, in support of my statement.

I shall be very grateful to you for this favour.

Yours faithfully,
Ravindra Pratap
43, Lahurabir,
Varanasi.

Dated : June 10, 1986

Enclosure : One

BUSINESS LETTERS

1. Asking for Quotations

Shiksha Pustak Bhandar
Tanakpur (Nainital)

Ref. X-123

Dated — April 25, 1986

M/S Sagar Pen House
Hospital Road
Agra.

Dear Sirs,

We deal in school stationery with the local institutions, and are looking for a wholesale supplier.

Will you please quote your prices and terms of delivery for the following articles :

1. Students' Attendance and Fee Register
2. Lecture Register and Teacher's Diary
3. Sagar and Medico Pen and Ball Pen
4. Fee Account Register
5. Cash Book
6. Fee Receipt Book (counterfoil type)

Yours faithfully,
 Rama Raman Gupta
 Pro. Shiksha Pustak Bhandar
 Tanakpur.

2. Placing an order for goods

Hansa Sports House,
 Nainital

Ref. X-234

Dated—July 15, 1986

The Manager,
 Sudarshan and Company,
 Bareilly

Dear Sir,

Thank you for your letter of 10th July and your latest price list. Prices and terms quoted by you suit us.

Please supply the following articles through Bhawani Transport, Bareilly, as mentioned by you in your letter.

- | | |
|----------------------|---------|
| 1. Hockey sticks | 10 doz. |
| 2. Cricket bats | 2 doz. |
| 3. Badminton Rackets | 20 |
| 4. Volley-balls | 20 |
| 5. Volley ball nets | 10 |

Please ensure the delivery of the goods latest by 30th inst.

Thanking you,

Yours faithfully,
 Har Saran
 Manager
 Hansa Sports House
 Nainital

3. Complaint about short supply of goods

Kumar General Stores
Bareilly.

Ref. X-456

20th July, 1986

Messrs Mahavir and Sons,
Ghaziabad.

Dear Sirs,

Please refer to our letter No. X-345 of 5th inst. We placed with you the following order through your representative.

- | | | |
|------------------|---------|---------------------|
| 1. Hockey sticks | 5 doz. | @ Rs. 250/- a dozen |
| 2. Cricket bats | 2 doz. | @ Rs. 480/- a dozen |
| 3. Cricket balls | 1 doz. | @ Rs. 60/- a dozen |
| 4. Badminton | | |
| rackets | 2 doz. | @ Rs. 180/- a dozen |
| 5. Volley-balls | 10 nos. | @ Rs. 48/- each |
| 6. Foot-balls | 10 nos. | @ Rs. 60/- each |

We have received only items no. 2, 3 and 5, but are still awaiting the delivery of items no. 1, 4 and 6. whereas all the items appear on your invoice.

Will you please let us know what has gone wrong, and complete the supply of our order as soon as possible, since these articles are urgently needed.

Thanking you,

Yours faithfully,
Ram Gopal,
for Kumar General Stores,
Bareilly

4. Expressing inability to meet the demand in full

Kumaon Educational Suppliers,
Haldwani.

Ref. X-567

25th June, 1986

The Principal,
Government Inter College,
Tanakpur (Nainital).

Dear Sir,

Thank you very much for the order which you placed with our

representative on the 10th inst.

We have a ready stock of Attendance Registers, Diaries and Lecture Registers, but we regret to inform you that Fee Receipt Books (counterfoil type) and S.R. forms are out of stock at present.

Please accept our apologies for our inability to meet your demand in full, and let us know whether we should send you the items available in stock, or wait till we are in a position to meet your demand in full.

Thanking you,

Yours faithfully,
K.C. Joshi
for Kumaon Educational
Suppliers Haldwani

5. Expressing inability to execute the order within the time specified

Subhash Furniture Mart
Pilibhit.

Ref. X-678

Dated—June 5, 1986

The Manager,
District Co-operative Bank,
Tanakpur,

Dear Sir,

Thank you for your order of 23rd May.

You have asked us to deliver the office furniture latest by 15th June. but we regret to inform you that owing to circumstances beyond our control we shall not be able to do so before the second week of July.

Please accept our apologies for our inability to supply the goods within the time specified by you. Will you please let us know whether we are to execute the order at convenience, or it stands cancelled.

Thanking you,

Yours faithfully,
Anand Kumar
for Subhash Kumar
for Subhash Furniture Mart
Pilibhit.

18. ESSAYS

The Art of Essay Writing

Essay writing is a difficult but interesting art, because it not only tests subject matter, logical thinking, arrangement of ideas, but also knowledge of capacity to write correct English. Some hints on the art of essay writing are given below with a view to helping the learner.

Students have to write on one topic from five or six given in the paper. They should choose the topic which they think they can do the best justice to. They must bear in mind the scope of the topic chosen.

After selecting the topic they should try to think out ideas related to it and arrange them in a proper sequence. In order to have plenty of matter at command, they should read widely, observe things keenly and minutely.

The whole material may be arranged under major points. Then these major points may be taken up one by one and developed in correct, meaningful and effective sentences. Every sentence should be related to the other. All the sentences related with the major point will make a paragraph. Every sentence must distinctly contribute to it. The second paragraph must deal with another point and so on.

These paragraphs must be connected with one another. The last line in the preceding paragraph must naturally lead to the first line in the succeeding paragraph to give a smooth flow to the essay. Coherence should never be lost. In this way, the whole essay can be written in five or six paragraphs.

Every essay must have a beginning, a middle and an end. The beginning must be striking and relevant to the subject. The middle is the most important part of the essay as it contains all the discussion, narration, arrangement etc. on the topic. The end of the essay should be natural and not abrupt. It should give the impression of completeness and finality. All the three parts must have due proportion.

An essay must be short and interesting. Whatever the students write should be clear, concise, interesting and to the point. Quotations, maxims and proverbs are like gems. They lend charm to the writing when put in

proper setting and with a suitable explanation. Language must be simple and clear, not ornamental or high-flown.

Whatever is written, should be neat and clean. Above all, students should revise what they have written. Repetitions are to be scored out, spelling errors to be corrected, and punctuation marks to be placed carefully. Remember, reading and writing regularly will lead to confidence, satisfaction and perfection.

1. The Book I Enjoyed Most

I am fond of reading books. Books are my best companions. Whenever I have spare time, I pick out a book from my book-shelf. Sometimes I read for knowledge and sometimes, for pleasure. Besides the prescribed text books, I have read and enjoyed several novels, stories, biographies, autobiographies, travels, histories etc. both in Hindi and English, but the book which I enjoyed most is Jim Corbett's 'Man-Eaters of Kumaon', which is a classic of adventure.

Jim Corbett was an expert shikari and a practised shot. In this book he has given blood-curdling stories of his adventure with the man-eaters of Champawat, Chowgarh, Mohan-Kanda, Pipal Pani, and Thak. These man-eaters had killed hundreds of human beings in these areas of the Kumaon hills before they were killed by the author.

Each and every story in the book is very interesting and engrossing. I was astounded with his knowledge of the wild life. He could produce the call of a tiger to draw a tigress, and of a tigress to draw a tiger near him. He killed the Pipal Pani tiger and the Thak tigress by deceiving them with the call of a mate.

Jim Corbett was not only a master shikari, but also a master of English prose. Written in very simple English, his descriptions are so lively and vivid that I could visualize every inch of the jungle and every movement of the animal, and felt face to face with the man-eating tiger or tigress lying in wait or ready to spring.

I have read the book several times. Every reading gave me fresh pleasure. I enjoyed the book not only for its adventure, but also for the author's knowledge of and love for wild life.

2. A Cricket Match Seen by me

Cricket is one of the very popular games in many parts of the world. Frequent cricket test matches between one country and another, their telecast and the running commentary on them broadcast on the radio have contributed to the widespread enthusiasm for cricket. I am also interested in cricket and watch the game when I get an opportunity.

In January last, I watched a match played between the Friends' Union club and the Young Men's Association at the local stadium. It was a limited overs match. The Young Men's Association was led by Anurag, while the Friends' Union Club had Praveen as their skipper. Quite a large crowd had gathered there to watch the match.

After winning the toss, the Friends' Union Club came forward for batting. Their openers Dinesh and Suresh, played cautiously at the start. The first two overs bowled by the Young Men's Association proved to be maidens. It was their captain Anurag who brought about a break-through for his team when one of his balls was missed by Suresh and it hit the stumps.

Krishana Kant took the place of Suresh now. He would have been out on the first ball when a cut from him threw the ball almost into the wicket-keeper's gloves. The umpire turned down the appeal to dismiss him. But he did not last long and was soon run out.

Now Praveen joined Dinesh, but he was bowled out by the first ball of the fielders with no addition to the score. Hamid followed Praveen. Friend's Union Club recovered a great deal with Hamid's steady and accurate batting. Dinesh departed at the score of 42 with 21 runs to his credit. Hamid batted magnificently scoring singles and twos raising his score to 69 not out. His score included four hits to the fence. At every brilliant stroke the crowd cheered the batsman and raised shouts of applause. The tail-enders did not contribute much to the score and the Friends' Union' Club were all out for a score of 158.

The Young Men's Association now opened their innings with Subhash and Prafulla at the wicket. There was a sensation when Prafulla hit a ball straight to Hamid who caught it and juggled, but finally dropped the catch. The two batsmen played a steady game. Soon Prafulla was run out with a score of 22. He had hit two boundaries as well. Raj Kumar

joined Subhash now and the two together continued to collect runs after runs. Subhash was finally dismissed at the score of 120. Prabhat now took the wicket and the pair did not find it difficult to reach the target of 159. When Prabhat hit the winning shot there were loud clappings and shouts of joy all over.

Thus the young Men's Association defeated the Friends' Union Club by eight wickets. All through the match there were loud cheers at the brilliant batting and fielding and jeers at slips and errors of judgement. It was a day full of excitement for me.

3. The Leader whom I Like Most

"Lives of great men all remind us
We can make our lives sublime
And departing leave behind us
Footprints on the sands of time."

These lines aroused my interest in reading the biographies of great men. I read with interest some incidents from the lives of some of the greatest men of the world. The names of Abraham Lincoln, Winston Churchill, Mahatma Gandhi, Jawaharlal Nehru, Sardar Vallabh Bhai Patel, Maulana Abdul Kalam Azad, Lal Bahadur Shastri, Mrs. Indira Gandhi have left a deep impression on my mind. They devoted their lives to the service of their countrymen and humanity at large. No sacrifice was too great for them to liberate people from slavery, save them from tyranny and oppression, banish hatred and ill-will from the face of the earth and pave the path of progress and prosperity for mankind. I admire M.K. Gandhi, J.L. Nehru, L.B. Shastri, etc., for the great qualities they possessed, honour and respect they commanded from all quarters. But I have the greatest liking for a young leader of today who has made a landmark in Indian history in a very short span of time. It is Rajiv Gandhi, the youngest Prime Minister of one of the largest democracies of the world, whom I like most.

Rajiv Gandhi, the elder son of Feroze Gandhi and Mrs. Indira Gandhi became the Prime Minister of India after the death of Mrs. Gandhi on October 30, 1984. She was shot dead when Rajiv was away in West Bengal. When he flew back to Delhi, he found that the flames of communal riots had engulfed the capital. No sooner had the mantle of

Prime Ministership fallen on his shoulders than the news of communal disturbances and disorder from many other parts of the country started pouring in. Anti-national elements and disruptive forces in the country were trying to exploit the situation. While the crowds of mourners surged towards the Teen Moorti Bhawan to pay their homage to their beloved departed leader, Rajiv was visiting those areas of the capital where communal riots had taken a heavy toll of innocent lives.

Love for his mother and duty for the country pulled Rajiv Gandhi in opposite directions. He buried his grief in his heart and responded to the call of duty. The steps he took at that crucial moment to restore peace and communal harmony in the country proved that he has an old head over young shoulders. He has displayed unprecedented fortitude and poise of mind in the hour of crises.

Rajiv's sincerity of purpose, devotion to duty, concern for the weak and down-trodden, foresight and clear vision have won my heart. This is the reason why I like him most.

4. The Changing Face of our Villages

Our country is a land of villages. Seventy percent of the population of our country lives in villages. The progress and development of our country cannot be imagined without making concerted efforts to improve the lot of villagers and the quality of life in the villages. The architects of modern India took note of the backwardness and horrifying conditions that gripped our villages in the past.

As a result of the integrated rural development schemes, the condition of a large number of villages has changed significantly. No longer do the bane of mass illiteracy the devil of superstition and untouchability, and the snares of the village money-lenders afflict the life of our villagers. The frequent visits of epidemics to our villages are a story of the past. Some villages in our country have changed so much that it is difficult to guess what they must have been like some years ago.

Only recently, I saw the changed face of a village in a district of western Uttar Pradesh. I was really amazed to see this village. The village lay about 6 kms. from the bus-station on the national highway. My friend had come to receive me. I went to his village on his tractor which sped fast on a pucca road. The bullock-carts seen on the way were different

from the old ones. The wooden-wheels had been replaced by tyre-wheels.

My friend and I reached home when the lamp of the day had withdrawn its light. The streets and roads in the village were bathed in the light of mercury bulbs. My friend's house was built of brick and cement. It was a well-planned house having a cow-shed on one end of the house. A covered dustbin stood in one corner of the courtyard. A quick glance at the house left me convinced that the inhabitants of the house had a highly developed sense of health hygiene.

Next morning my friend took me round his village. The village had a network of tubewells to water the fields. The villagers used improved variety of seeds, fertilizers and improved agricultural implements to increase the yield of their crops. They were familiar with the rural development schemes of the government and took full advantage of these schemes. A number of educated unemployed youths of this village had set-up small-scale cottage industries with the money loaned to them by the rural development bank. After the completion of their education they were not running from pillar to post in search of white-collar jobs. They were not a burden to their parents in their old age. They gave their parents comfort and solace. In fact, the village youths had played a pivotal role in changing the face of this village.

We can see the changing face of our villages if we have time to go there and see the tremendous progress that has taken place in the villages after the dawn of independence in our country.

5. My Mother

Can I ever forget the face that overflowed with divine grace? I can vividly remember the kind smile she always gave me while father frowned at the silly little things I did as a child. As I grew older, I realised that my mother was the only person in the family who was loved and feared equally. How we miss her!

Mine is a lower middle class family. My father is the only bread-winner. When I was only five my father persuaded my mother to take up some job in order to supplement the income of the family. He desperately wanted to provide us with the modern amenities of life, which most people of his class enjoyed. He wished to send me to an English medium school where I could get the education which is a privilege of the rich. But

my mother did not agree to his view point.

My mother argued with father and finally succeeded in convincing him that only sending a child to an English medium school does not guarantee good education. The real academy of a child is his home. And mother is the greatest teacher of all. She argued that if she took up a job, the additional income would only contribute to the material happiness of the family. She was really concerned about the proper upbringing of her children, care of my father and service of my old and ailing grandparents.

My mother had a clear vision of the true welfare of the family. She was never seen wavering in the face of difficulties. She remained as firm as a rock all her life. She was considered orthodox and uncompromising. Nobody ever realised that she was really progressive and possessed rare qualities of head and heart.

Although I studied in an ordinary Hindi-medium school of a village, I got second position in the High School examination of the U.P. Board, Allahabad. Every one but my mother was greatly surprised at my brilliant success. Only I know the secret of my success. It was my mother. It was she who told me the stories of great men and women, saints and seers, scientists and musicians every night. My mother often liked me to recite the following lines which I had learnt by heart—

“If you can dream—and not make dreams your master.....

If you can fill the unforgiving minute

With sixty seconds worth of distance run,

Yours is the Earth and everything that's in it,

And—which is more—you'll be a Man, my son.”

These lines had gone deep into my heart and directed my action.

My mother had a magic in her words. There was a glow of immeasurable joy in her eyes. Her modesty and humility lent a peculiar charm to her personality. Her frail body, wrapped in a coarse, cotton saree, held a treasure within. Her mortal frame is no longer with us but she has left the treasure behind.

6. An Election Scene

India is a democratic republic. The constitution makes provision for

institutions like the Parliament, Assemblies and Local bodies, the members of which are elected from time to time. Adult franchise is the basis of election to these institutions. Representatives are elected periodically and the election to these is governed by laws for each.

Election scenes are quite exciting in our country. Outside the polling station, we can see long lines of people. At places especially in the hills people come in their traditional dresses. Women dressed in their finery present a fine sight. There are some with their children in arms. Agents are busy in doing their work. They put up their tents outside the limit of 100 metres of the polling station. They issue identity slips to voters and also canvass for their candidates. There is a placard exhibited outside the polling station delineating the part of the constituency, people of which will cast their votes there.

Now we will have a look at the inside of the booths. Polling Officers sit according to a convenient arrangement. First there is the polling clerk who traces the name of the voter in the electoral roll. He reads out the name, the name of father/husband and age, for verifying the identity of the voter. Indelible ink is then put on the finger. The ballot paper is issued after obtaining the signature of the voter on the counter foil. Then the voter goes in a make-shift closed corner, where a stamp and ink-pad are available. This is to ensure secrecy of ballot. The voter stamps the ballot paper against his candidate. He folds it properly and then puts it in the ballot box. The polling clerk there helps him to do it properly. Then the voter goes out by the exit door.

Tight police arrangements are made outside the polling booths as well as at selected strategic points to guide the crowd, regulate their flow and keep the rowdy elements under proper control.

Sometimes the agents for different candidates raise objections against the identity of a particular voter. This is called 'challenging the vote'. The Presiding Officer then hears both sides, goes through some formalities and decides whether he or she is to cast the vote or not. This becomes a cause of dispute amongst parties.

Sometimes there is impersonation, i.e. somebody else casts the vote in the place of the genuine voter. Then when the real voter comes and he

presses to cast his vote, he is allowed to do so, but it is called a tender vote.

Sometimes people who try to impersonate are caught red-handed then they are made over to the police for punishment or let off with a warning.

When the time draws near for ending the poll, all the voters who have come in the polling station within the time limit are given each an identity slip. All these are allowed to vote. Then the polling ends.

Thereafter in the presence of the agents, the ballot box is closed and sealed. It is transported to the district headquarters and the curtain falls on the election scene.

An election scene is almost like a fair. Instead of merry-go-rounds or giant wheels, and shops selling eatable things to children, there are tents of polling agents of parties or independent candidates. Sometimes buntings are put up to give a festive look. There is intense activity all round. People flock together, talk and gesticulate. Sometimes they quarrel and fight amongst themselves. The scene becomes tense and murderous which it should not be allowed to become.

Some miscreants indulge in mischief. They tamper with the ballot box, or try to run away with the ballot-box. They are sometimes successful. The polling then is stopped and the votes are cancelled. The election commission decides to hold election for this polling station on some other day. Scenes of rowdiness at the time of general elections are not infrequent in a vast country like ours. But these are few and far between. In a well-educated democracy, such incidents do not take place. Fair and free election should be the ideal.

7. The Independence Day Celebration in our College

15th August is a red-letter-day in the history of India. On this day in 1947 the British rule came to an end and we got independence after a long struggle and many sacrifices. So this day is celebrated all over the country as the Independence Day. This year we celebrated this day in our college with great pomp and show.

We assembled near the college gate at 6.30 in the morning for 'Prabhat Pheri'. Eight hundred boys of our college in their college

uniform went in a procession, shouting 'Bharat Mata Ki Jai (victory to Mother India), 'Swatantrata Amar Rahe' (Long live our Independence), and other slogans, and singing songs of patriotism and bravery.

After marching along the main streets of the city, we came back to the college at 7.45 a.m. We stood in class-wise rows on the assembly ground. Two minutes to eight, and we heard the sound of a whistle followed by a loud caution, 'Attention.' After a moment's rustle of clothes and thuds of boots, there was a pin-drop silence. Our principal, with a white cap on his head marched ceremonially to the flag-post. Exactly at eight, he pulled a cord and petals of flowers fell down and the tri-colour flag began to wave in the air from the pole. Flag hoisting was immediately followed by the singing of the National Anthem and shouting of slogans.

As the college hall was not large enough to accommodate eight hundred boys, we were asked to sit where we were. Members of the college staff and gurdians also took their seats. We had a freedom fighter as the chief guest on the occasion.

Our Hindi teacher read out the messages received from the Minister and the Director of Education. Many boys sang songs and made speeches. I spoke on the duty of students in free India. Boys of class VI enacted the scene of Sardar Bhagat Sing's martyrdom. It was very much appreciated by the audience. Our History teacher gave a brief history of India's struggle for freedom. Some guardians also spoke on the importance of the day. Our principal congratulated us and reminded us of our duty as future citizens of free India.

The chief guest exhorted us to defend the hard earned freedom with all our might. Then we went to our playground. Various games were played but the most interesting part of the programme was a volley-ball match played between the students' team and the teachers' team.

The Independence Day celebration came to a sweet end with the distribution of sweets among the students.

It was really a memorable day.

8. A Journey by Bus in the Hills

I am an N.C.C. cadet. We have our annual training camps at various places. Last year our N.C.C. authorities decided to hold the training camp

at Ranhikhet which is situated at a height of about 2000 metres in the hills of Kumaon.

On way to Ranikhet, we reached Kathgodam by train. From Kathgodam we took a bus. Buses plying on the hill-routes are smaller than those in the plains. I could not understand at that time why passengers were trying hard to occupy front seats. But as the bus sped up the hill road with jerks and jolts, I realized that the front seats were more comfortable than the rear ones

For some distance our bus moved smoothly on the level road. But suddenly we were thrown backward as the bus moved up a steep slope. It was difficult to keep the body in balance. All the time we were jerked to this side or that as the bus took blind turns on the hairpin bends along the serpentine road. As the bus moved higher and higher, the road looked dangerous with steep rocks to one side and very deep valleys to the other. I shuddered to think what would happen if anything went wrong with the bus or the driver lost control over the steering. My fellow passengers told me that a deluxe tourist bus had rolled down into a deep khud only a few years back and was smashed to pieces. This made me all the more nervous.

I was sitting by the window and looking out. Every turn of the road brought into sight a new expanse of high hills and deep valleys with beautiful green vegetation all around and little streams gurgling deep below. The fear of an accident that gripped me in the beginning soon disappeared when I saw the dexterity of the driver. I enjoyed the beauty of the changing scenes. We reached Ranikhet safe and in time. This journey was an experience in itself.

9. How a Letter Reaches its Destination

We drop a letter to our relatives or friends today and after three or four days it reaches them. It seems very simple and easy to us but in reality it requires great regularity and dedication on the part of the employees of the postal department. The procedure of a letter reaching its destination is worth-knowing.

After writing the message and address we drop a letter into a post box. At the time of the clearance, these post boxes are cleared by the mail peons of the collection office. Every city has a sufficient number of these

collection offices to facilitate quick despatch of mail. One may think that all letters go to Head Post Office but it is not so. No doubt it functions as a collection office for the letters of the area under it. The letters are post marked here. Then they are sorted out for different destinations. Separate bundles for separate destinations are prepared. If the letters are more than ten, a check slip indicating destination is pasted on them and if less than ten, they are kept loose. These bundles and the loose letters, which could not be sorted out for want of time, are put in a mail bag and sent to the Railway Mail Service office by a Mail Motor Van.

The Railway Mail Service office receives those mail bags and opens them. Bundles with check slip are not opened. They sort out the loose letters, sent by the collection offices, along with the letters collected direct from the Railway Mail Service post box. They arrange all the mail according to destination and hand it over to their Running section. The staff of this section keeps running on the trains. There is a separate Railway Mail Service compartment in trains to facilitate the work. The loose unsorted letters, which could not be sorted out by the Railway Mail Service office and the letters which they receive direct on the trains, are sorted out by them in the running trains and arranged destination-wise. When the destination comes, they hand over the bag of letters to the Railway Mail Service staff at the destination.

The Railway Mail Service office sorts out letters according to delivery zones and sends them there. The delivery offices receive them and post mark them again. These delivery offices sort out letters according to beats. There is a postman for every beat. He receives those letters and delivers them to the addressees.

A letter for some remote village is sent by the Head Post Office of the district to its Sub-Post Office. The Sub-Post Office sends it to the concerned Branch-Post Office. The Postmen of the branch office are responsible for the delivery of the post in the villages. Each postman has several villages under him. There is no daily delivery of post in rural areas. Each village has its own days of postal delivery.

The postal department is doing us great service. We should cooperate with it by writing correct, complete and legible address. We should not forget to mention Pin Code Number of the city to facilitate the quick delivery of mail.

10. A Visit to a Place of Historical Importance

I am a student of History. Last year in October our college arranged an educational tour for the students of History. One fine morning during Dussehra holidays a group of fifteen students and our History teacher left for Agra by bus. We reached the city of the Taj after a whole day's journey. Our teacher contacted the principal of a local Intermediate College who readily allowed us to stay in the college hostel.

After breakfast the next morning, we hired two tongas for the day. We were all impatient to see the Taj Mahal. So, we asked the tonga-man to take us to the Taj first. We alighted from the tonga outside the main gate and bought tickets. We passed through the grand main gate and walked along the beautiful lawns. But my eyes were fixed on the magnificent monument of marble in front of me. I found the Taj Mahal far more beautiful and wonderful than I had imagined it to be on the basis of its pictures and descriptions. Our History teacher told us that it was built by Shahjahan, the great Mughal emperor, as a memorial of his beloved queen, Mumtaz Mahal. We went inside and saw in the vault the tombs of the loving couple. The Taj left an ever-lasting impression on me with its beauty and grandeur.

After lunch, we went to see the Red-Fort. The grand high wall of red sand stone could be seen from a distance. Our tonga took us to the gate side of the fort. We alighted and crossed the bridge over the dry canal. Our teacher told us that at the time of an invasion, the bridge was lifted and canal served as a barrier. We went inside and found ourselves in the period of the great Moghal emperors. We saw the Shish Mahal, Moti Masjid and many other magnificent palaces in the fort. That part of the fort where Shahajahan was imprisoned in his old age and from where he watched the construction of the Taj was telling its sad story. In the evening we went to Sikandara, where we saw the tomb of Akbar and other monuments.

The next day we went to Fatehpur Sikri, a city founded by Akbar, the great. It is about thirty five Kilometres from Agra. We passed the famous 'Buland Darwaza' and entered the deserted city. We saw many monuments there. The tomb of Saleem Chishti was the most remarkable. The palace of Jodhabai and the court halls were equally grand. The city

presented a deserted sight but was an eloquent testimony of Akbar's love for architecture.

We came back to Agra the same evening, and the next day we left Agra. This tour had a great educational value. We had learnt a great deal about the glorious past of our country.

11. A Day when Everything Went Wrong

We generally forget the painful experiences and cherish only the pleasant ones in our memory. However, I can never forget the day when everything went wrong.

I had taken the responsibility of organising a one-day sight-seeing pleasure trip. The majority of students was in favour of visiting Carla caves and a few other places around Pune.

I was proud of my organizing capacity and acumen for planning. I set myself to the task of organizing the trip with meticulous care. Three separate committees were formed to look after the arrangements for food, travel and finance. I worked as a co-ordinator.

The committee for finance collected money for the trip. The food committee asked the mess-contractor to prepare breakfast and lunch packets to carry with us. The travel committee contacted a travel agency in the town and reserved a deluxe luxury coach.

All the boys assembled on the lawn by 6.30 a.m. Our bus was to leave at 7.00 a.m. The bus arrived in time. The students were glad to see the deluxe luxury coach playing soft music on the stereo-system. When everyone had boarded the bus I noticed that the three students of the food committee were missing. Apprehending some trouble I rushed to the mess and found that there was heated exchange of words between the mess-contractor and the members of the food committee. The mess-contractor has failed to prepare break-fast and lunch packets on account of power break-down. I requested the three boys to get into the bus where we could think of alternative arrangements.

Our bus left the hostel campus twenty minutes behind the scheduled time. Nobody knew that we were travelling without any food on the bus. While other students were enjoying themselves talking and singing, I was discussing the problem with the members of the food committee. We

heaved a sigh of relief when we learnt from the conductor that we could get snacks and tea at a motel which the bus would pass around 9 a.m. I looked at my watch. It was forty past eight.

The dream of having breakfast at a motel was shattered to pieces when our bus came to a screeching halt. Thank God! The bus did not overturn. The front right wheel had burst. I knew what was in store for me and the food committee. The students demanded break-fast packets. When we explained the situation we were greeted with all kinds of unsavoury and uncharitable remarks. I was as dumb as a mouse. I promised the students breakfast after a short while at a nearby motel.

We moved on our onward journey after half an hour when the front wheel had been replaced. A sense of guilt was gnawing me. I requested the driver to stop the bus at the nearby motel where we could get something to eat and drink. The bus stopped. All the students got off the bus and made their way to the motel. Misfortunes never come alone. The motel was not open. On enquiry, it was discovered that the owner had been arrested for adulteration in food. One can imagine the wrath of hungry and thirsty students.

12. How a Drowning Child was Saved

Children are by nature playful and carefree. This sometimes lands them into trouble. I came across such an incident some time ago when a boy of about ten narrowly escaped being drowned.

It was Makar Sankranti. I along with some others went to the Ganga to take a holy dip. I had hardly stepped into water when I heard a loud shriek and call for help. A woman was crying out, "My child! He is drowning! Save him."

The woman's cry sent a wave of consternation through the crowd, which was stunned for a moment. Then, a great hustle and bustle started. Everyone showed a deep concern, but no one was able to go ahead to save the child.

Soon the things took a turn. A young man who had just arrived jumped into the river. With his powerful strokes he swam towards the drowning child. Mean while a boatman heard the cries and at once started rowing his boat in the same direction. Very soon, the young swimmer reached the spot where the child was sinking and as soon as child's head

appeared, he caught him by the hair. Just then the boat too reached there. The boatman hauled both of them to the boat.

The boat came fast to the bank. The child was brought down. The mother with tearful eyes showered blessings on the young swimmer and the boatman and related how the playful child had slipped and had been swept away by the stream.

First Aid was rendered, but it was necessary to take the boy to hospital. Fortunately, there was a jeep nearby and the owner readily offered to take him to hospital.

It was with the courage of the young man and the co-operation of the boatman that a precious life was saved that day.

13. Science in the Service of Man

The first scientist was the caveman who picked up a stone to kill a deer—he made something serve his purpose. Science made an advancement with the sharpening of stones to serve as weapons and making fire by striking one stone against another. Man gradually made machines to serve him. And today these machines are so much with us that we cannot do anything without them. Science is all around us. We are living in an age of science. It is difficult to think of human progress without scientific inventions. These inventions have brought about a great change in the life of man.

Wonderful inventions in medicine and surgery have made life healthier and happier. Diseases which were considered incurable in the past are today easily cured. Plastic surgery and transplant of such vital organs as heart and kidney are of great help. Inventions like x-rays are very helpful to doctors. We have all heard of the test-tube baby. No wonder if some day scientists succeed in conquering death.

Inventions in the field of transport and communication have conquered time and space. Travelling has become so swift and safe that a man goes after breakfast to visit any place within the country, and is back home for lunch. We can send messages to any part of the world within no time. Isn't it thrilling to watch in our drawing room a cricket match being played in England or Australia, telecast with the help of a satellite.

Science has been helping man in almost every walk of life. Machines

have increased production in agriculture and industry. There are various easy and cheap ways of recreation. Electricity is really a wonderful gift of science and has been serving man in countless ways. Televisions, VCRs, computers, and other electronic devices are the most wonderful inventions and are of immense help to man.

Science will serve us only so long as we put it to our service. The moment we make it our master, it can make our life a hell. We must take a lesson from what happened in Hiroshima and Nagasaki and from various tragic happenings resulting from misuse of scientific inventions. Atomic energy can serve us in various ways, but it can also prove disastrous. It depends on man whether he turns science into a boon or a curse.

14. The Need for Discipline in Life

The development of human personality, the progress of society, the advancement of civilization and culture depend on discipline in life. Discipline is training of mind and character. It enables man to obey the rules that he has himself made to regulate his conduct and behaviour for his own good and for the good of the society.

Wise parents inculcate discipline in their children from the very beginning. The child is allowed freedom within certain limits. The child is not free to do anything which is likely to harm his interests as an individual or as a member of the society. Obedience, co-operation, avoidance of greed and selfishness, respect for elders, sense of service, duty and responsibility are some of the major attributes of discipline which can be easily cultivated at a tender age. If a child is allowed unrestricted freedom and not subjected to any discipline in the beginning, he becomes a problem for the family at home, later at school and after that in the society and the community. He carries with him the infectious disease of indiscipline and spreads it among those who happen to come into his contact.

The need for discipline is emphasized by everyone at every place and every time in our life, but there is nothing so scant as discipline in our life today. The loss of discipline is bemoaned by parents, teachers, employers, administrators; social, religious and political leaders. Sadly, it is on the increase in every walk of life. It is the loss of discipline which has given rise to strike by students, teachers, doctors, engineers, lawyers, and

workers in the private and public sector undertakings. Our religious, social and political leaders have not the least hesitation in flouting discipline to achieve their pious or profane ends.

Indiscipline by anyone in any walk of life adversely affects the quality of life and adds to human misery. Order and safety which are essential for human civilization cannot be thought of without discipline in life. In truth, it is discipline which lays the foundation of the edifice of human welfare, peace and progress.

15. Newspapers and their Importance

The newspaper is as necessary and important for me as my breakfast. I may not have my breakfast but I must have the newspaper. Reading a newspaper is almost a passion for me now.

I can vividly remember the incident which prompted me to read newspapers. It was my twelfth birthday. A friend of my sister presented me a bat and began to chat with me. She knew my interest in cricket. So cricket was her obvious choice for our conversation. But she was greatly surprised to learn that I did not know the name of the Indian skipper who was given great publicity by the press. His picture and a short biographical sketch had appeared in the newspapers on that very day. My ignorance of the current affairs put me to great embarrassment. I realized then that reading a newspaper was not a waste of time and money. It is an enjoyable and rewarding experience.

My interest in reading newspapers grew deeper and stronger day by day. It did not take me long to discover that a newspaper is packed with the latest news items of different kind. The columns of a newspaper cater to the interests of readers of different age groups, tastes, trades and occupations. One can find god's plenty in a newspaper to choose from. Lovers of games and sports can look for the desired news in the column devoted to games and sports. Unemployed youths can find useful information about employment opportunities in the advertisements issued by big business and industrial organizations, service selection boards, State and Union Public Service Commissions.

Newspapers also play an important role in changing the public taste and opinion. The press is a powerful means of publicity and propaganda. Political parties, religious and social organizations at times turn the tide

in their favour through the press. The public also ventilate their grievances and bring them to the notice of the government and the people concerned through the letters to the editor.

Newspapers tear off the veil of our ignorance and keep us informed of the latest developments in different fields—agriculture, science and technology, trade and industry, politics and religion in the country and abroad. Fair and responsible press can enlighten the people of the world and bind them together in the bond of humanity.

16. The Duties of Railway Users

Most people appear to be concerned about their rights. They hardly ever think of their duties. This is also true of railway users. They tend to forget that they cannot enjoy their rights unless they also perform their duties.

We often complain about the late running of trains, overcrowding and uncleanness in the coaches. A small collection of the clippings of letters of complaints written to the editors of newspapers will show that the grievances of the railway users against the railway administration are so large in number that we get the impression that the railway administration is quite averse to doing their duty. But is it fair to put the blame at the doorstep of the railways alone. No honest citizen of the country will do that. We should also try and see whether the railway users too realize their responsibility and do their duty while they travel on a railway.

The incidents exhibiting an utter indifference to duty on the part of railway users are a common experience. But hardly ever has anyone of the railway users raised a hue and cry over such incidents. Don't we see railway users ignoring all warnings and violating the rules of safety while on a train? A passenger carrying inflammable articles with him not only endangers the life and property of his fellow-passengers but also causes a great loss and damage to public property in the event of an accident. When a fire breaks out in a compartment of a running train, it takes a heavy toll of human lives. Anyone who has seen a house on fire can well imagine the ghastly scene of such a disaster. Time and again we hear of such disasters, feel sorry for the victims and at times mourn at the untimely death of our own kith and kin but do nothing to prevent the

occurrence of such unfortunate happenings in the future. Compensation paid for the loss of human lives can't wipe the tears of a widow, provide love to an orphan or sponge the anguish of persons crippled for life. Unless we do our duty and force our fellow-passengers to do their duty, we can't expect any improvement in the situation.

The railway administration is also held responsible for the late running of trains. Do the railway users ever realize that they are also partly responsible for this? The act of one selfish and misguided person throws hundreds of passengers into a sea of troubles. I am reminded of a woeful tale of a youngman who narrated it to me when we were travelling together. As a young university student he used to stop the train near his village by pulling the alarm chain. He would cut the hose-pipe and would not allow the train to move till all his friends from his village boarded the train. He was never condemned by anyone for this anti-social activity but he had to pay for it. Now he cannot make good the loss. He was held up by a train that got late by several hours. He reached his destination when the interview for the selection of a top executive was over. He had realized his responsibility and duty as a railway user through the hard way of personal experience. But wise men learn from the experiences of others.

If railway users do their duty and persuade their fellow-passengers to do their duty, travelling on our railways will be safe, free from anxiety and enjoyable.

17. Afforestation and its Importance

For a long time we have been regarding forests as the free gift of God to man and have been cutting them freely for fuelwood, fodder and other domestic needs. The period, after the Independence, saw deforestation on a very large scale because we needed more and more land of agriculture. river valley projects, reservoirs, industrial estates, railways and roadways. The pressure of population, urbanization and construction of big residential colonies has played no less an important role in their destruction. All this has resulted in an enormous loss of the green cover. Highlighting the importance of forests the scientists and economists drew the attention of the Government towards the urgent need of afforestation. The Government heeded it and took up afforestation and conservation of forests in a big way. Actually we can not do without them.

We need oxygen for our living. Everytime we breathe and everytime anything burns, oxygen in the atmosphere is consumed. It is turned into Carbon-Di-Oxide. Trees absorb this Carbon-Di-Oxide and give us Oxygen back.

Trees help us in fighting the menace of air-pollution and thus save us from epidemics. They help the formation of rain bearing clouds and thus cause rainfall which is very important for agriculture and vegetation.

We also get food, fruit, flowers, timber, fuelwood and coal from trees. A large number of industries such as paper, match, leather and rubber get raw materials from them.

Trees check the swift flow of water and save us from floods and soil erosion. Trees also help us in fighting against the spread of deserts. Lack of forests disturbs the seasons. Thus we see what great friends the trees are to man!

In 1980, the Central Government passed the Forest Conservation Act. According to it, no forests area can be diverted for non-forestry use without the prior permission of the Central Government. The Government has realized the need of social forestry also along with environmental and industrial forestry. The government and private agencies have been called upon to plant more trees and conserve forests to maintain ecological balance and provide employment to the poor. Afforestation has been included in the Twenty-Point Programme of 1986 also. Under this scheme, now a days, the Government is distributing saplings free of cost. Students have also been involved in the programme of afforestation. Students in general, N.C.C. cadets and N.S.S. participants, during their camps, are asked to dig pits and plant the saplings supplied.

We know that saplings need great care and protection from cattle. We have to look to it. Then individuals must be given incentives to plant trees on their land. Forest based industries should also be encouraged to generate their own resources. Rural and forest dwelling population must also be involved in the preservation and increase of forest resources. Then only, we shall be able to attain the target of 33 per cent forestry.

18. Preservation of Wild Life

Preservation of wild life has drawn the attention of the Indian government as well as of many foreign governments. They have realized that man has been very cruel to animals. He has been so cruel that many species of wild animals are extinct now and many are on the verge of extinction. The Royal Bengal Tiger, the Great Indian Elephant, the Asiatic Lion, the Indian Bustard and the Siberian Crane, well-known species of wild life in the country, face the danger of extinction.

Man has always hunted animals for food, for adventure and for greed of money. He has killed lions, tigers and crocodiles for their skin and elephants for their tusks. Deforestation in a large scale has also resulted in their destruction.

The public and the Government became aware of this fact, and decided to preserve them. Strict laws were passed prohibiting the killing of wild animals. In 1972 the Central Wild Life Act was passed. Under this Act species of animals facing the danger of extinction have been given protection from hunting. Trade in these species has also been subjected to certain rules. The Indian Board of Wild Life has also been formed to advise the Government on wild life. There are some voluntary organisations also like The Bombay Natural History Society and The World Life Fund, India which have done commendable work in this direction.

As a result of all these efforts, forty-four national parks and 207 sanctuaries have been established all over the country to give these animals protection and ensure their survival. Kanha National Park in Madhya Pradesh, Bharatpur Bird Sanctuary in Rajasthan, Corbett National Park and Dudhwa National Park in U.P. and Gir National Park in Gujarat, are some of these. The Government has achieved considerable success but much more is desired. Many species of animals and birds are still in danger of extinction.

We have to preserve the wild animals because they maintain balance in nature. They help in the conservation of environment. Wild animals and birds like hyena, jackal, vulture, kite and crow act as natural scavengers. They help develop healthy conditions. These animals also give us drugs like insulin and anti-venom. Besides, these wild animals and

birds are objects of great beauty and colour, life would become very dull and colourless without them. Children will lose a lot of fun if they do not see them in circus and zoological gardens. These wild animals with their peculiar qualities have inspired authors and poets. Panchtantra Stories, poems like 'To a Skylark', 'Larks' and 'The Kingfisher', and books like 'The Man Eaters of Kumaon' are indebted to them. These animals have given origin to many of the English idioms and similes.

India still possesses a rich, abundant and colourful wild life. It is the glory of our country. We have to save it from destruction.

19. National Integration-The Need of the Hour

What does 'national integration' mean? It means the unity and solidarity of the country. National integration is a matter of great concern for us today. Our country is very vast; our people belong to different castes, creeds and colours. They speak many languages. It has been difficult all along to hold them together. We lost our independence in the past because of these differences. Our history bears testimony to all this. Now, that we are free, it is our bounden duty to preserve our freedom in the face of internal dissensions and threats of aggression.

How can we remain united? This is the question which faces us. The Punjab problem, fissiparous tendencies in the far-eastern region and the extreme-south are some of the dangers.

From time to time, committees and commissions have been appointed to suggest measures to achieve this end. The saving grace is that, inspite of differences, there has been an invisible thread of unity binding the different parts. Unity in diversity has been our strength. At the time of the Gandhian movement we united to win our freedom from foreigners. Bharat Mata is still the idea uniting us.

Appropriate steps are to be taken to achieve this end. Education is the means to this end. History and Geography are to be taught to our children so that the next generation continues to feel national consciousness. Exchange of scholars and students amongst different states is another; the starting of Navodaya Vidyalayas is also a step in this direction. The gap between the rich and the poor is to be bridged. A common language (e.g. Hindi) is to be taught to all. It will be a great cementing force. People have to feel that common culture is there. Efforts

to break away from the Indian Union are to be curbed and suppressed. National consciousness is to be promoted. Eternal vigilance is the price of liberty. We have to be vigilant not only on our frontiers, but careful to maintain a sense of national identity. We have to feel as one nation and act as such. This is the ideal of national integration. Nothing should divide us. That is the way we can build our strength and carve for us a place in the comity of nations.

20. My Likes and Dislikes

Individuals differ from one another in numerous ways. They have their own interests and tastes, preferences and aversions. Naturally, I have my own likes and dislikes too.

First of all let me talk of the kind of persons I like to associate with. I have a liking for simple, polite and amiable persons. I try to keep away from rude and quarrelsome people. Again, I love frank and honest people and detest an unscrupulous, selfish person.

As to the physical environment, I have a fascination for the beauty of nature. Green fields, rushing streams and colourful flowers are a source of immense joy to me. On the other hand, the noise, the dust, dirt and smoke, the stinking drains and filth and the hectic rush of the city are extremely repulsive to me.

In the day-to-day life I have a preference for a simple dress; I do not like dressing gaudily. Likewise, I am fond of simple vegetarian food and have no taste for non-vegetarian dishes.

Amongst my cultural pursuits I deeply enjoy music. Classical music has the greatest appeal to me. I like Indian dances, while the western style of dances does not interest me at all.

Reading is another activity that I have a great liking for. I am particularly interested in fiction, the works of great novelists. I, however, dislike the cheap literature, so widely selling these days.

In short, I have a liking for a pure and simple life. I love the company of honest and friendly people. Natural beauty fascinates me and music and literature are my favourite enjoyments.

21. Dowry, a Curse to our Society

There is hardly any morning on which the newspapers do not bring news items about deaths of newly-wedded girls. One young bride dies in stove-explosion, another is found hanging from the ceiling fan, the body of yet another is recovered from a well. How unfortunate it is that a young, beautiful girl is either murdered or so much tortured that she commits suicide simply because she could not bring as much in dowry as her in-laws had expected or demanded!

The practice of dowry giving is as old as marriage itself. It has been a practice in India for parents to give some household articles, valuable clothes, ornaments and money to their daughters at the time of marriage to help them set up a new home and live happily. The articles and money so given are known as dowry. Dowry, in this way, was a sound practice. But now-a-days, this practice has taken an evil form.

Parents of a boy strike a bargain for dowry while settling marriage of their sons. They demand so many things and try to extract so much money that the poor parents of a girl find it difficult to afford. They give to the utmost of their resources. But the thirst for dowry is never quenched and the poor daughter-in-law continues to be under constant pressure to bring more and more. Sometimes this pressure takes the form of torture resulting in suicide or murder. Sometimes the demands are so heavy that the parents are almost ruined in meeting them. To many beautiful, educated, virtuous and worthy girls, marriage is a serious problem because their parents are too poor to afford a decent dowry. Marriage, which is a pious institution and is supposed to bring two families together has become a curse, because of the prevailing evil practice of dowry.

Anti-dowry bills have been passed and laws against demanding and offering dowry have been made from time to time, but the evil continues unabated. Nothing can be done unless public opinion is formed against this evil practice. Educated young boys must realise that they are not commodities to be sold in the open market, and that a bride bringing much in dowry will always show her superiority and never become a faithful partner. They must refuse any bargain. The evil has to be rooted out and young boys and girls can play an important role in it.

May good sense prevail on dowry-hungry parents and our sisters and daughters may lead happy lives in the families they join.

22. The Value of Games and Sports

Generally thoughtless parents and teachers think that games and sports are a mere wastage of time and spoil children. The common saying, 'Hero in the field, zero in the class' discourages games and sports. But we must remember that 'all work and no play' makes Jack a dull boy. Games and sports are as important as work and worship.

Games and sports are as old as human civilization itself. Even the caveman hunted as much for food as for sport. The history of sports like hunting, horse-racing, boxing, fencing is difficult to trace. Modern games seem to be the revised and improved versions of ancient games and sports. The Olympic games were started in ancient Greece and now they have become international events. There are several international and regional organizations to hold various contests in games and sports. Almost every state has a separate Ministry of Games and Sports. All these things go to prove that games and sports are as important as any other institution.

Games and sports are valuable both to individual players and to society. Regular exercise makes a sportsman active, strong and healthy. Good sportsmen are an asset to any society. Today certain games have become a profession and good players make a lot of money. The basic idea behind playing is recreation. Games provide a healthy recreation both to players and onlookers. Cricket commentaries have become a very popular radio programme.

Games have also moral and social value. They develop concentration and a sense of co-operation in players. Team spirit is all that matters in any game. They also develop a tendency to work without caring for victory or defeat. Sportsman's spirit is, perhaps, the best philosophy of life. Games and sports also serve as the best unifying factor. They bring the players of different places together and provide them an opportunity to understand and love one another. International competitions like the Olympic Games bring different nations together and develop mutual understanding and a feeling of co-operation among players and also among nations.

Games are important, but not at the cost of work. If all work and no play makes a boy dull, all play and no work will make him a burden on society. Let us remember;

"Work while you work
And play while you play."

23. The Population Problem in our Country

Rapid growth of population is a world-wide phenomenon. As one of the most populous countries of the world, India too is groaning under the pressure of its growing numbers.

India has about 15 per cent of the world's total population and every seventh person in the world is an Indian. The 1981 Census recorded the total population of India as 68.38 crores against 54.81 crores in 1971. It is estimated that one crore and thirty lacs of people are added to the population of India every year. These staggering figures are, indeed, indicative of the seriousness of the challenge we have to face.

Birth rate and death rate are two main factors affecting the growth of population in our country. Modern developments in medical science have led to a marked decline in mortality, but the birth rate remains high and so the population is rising constantly. To make the situation worse, the age-long traditions of early marriage and unrestricted growth of family have not yet been shaken off.

The rise in population brings forth a host of problems and adversely affects the quality of life. As the population increases we need more food supply, more clothing, more houses, more hospitals, more schools and so on. After attainment of freedom India has made tremendous economic progress but the fruits of development are absorbed by the rapid growth of population. Consequently the number of ill-fed, ill-clad, illiterate and unemployed people is increasing day after day.

Industrialization and concentration of population in large cities are causing additional problems of pollution and sanitation. The growth of slum areas is an ugly feature of this mad rush to cities.

The ever-increasing population and inadequate employment opportunities are throwing a large section of people below the poverty line. If we want to eradicate poverty and improve the quality of life, we will have to treat our population problem as a matter of top national priority. In order to fight this menace, people should be educated about the problem and persuaded to adopt the small family norm.

19. WORDS OFTEN CONFUSED OR MISUSED

1. *accede* : assent or 'agree (to a request, proposal, etc.)
My parents *acceded* to my request to send me abroad for higher studies.
- exceed* : be greater than
Our profit in the first year *exceeded* all expectations.
2. *accept* : (consent to) receive (something offered)
They gladly *accepted* our gift.
- except* : excluding
All the players *except* the goal-keeper reached the playground on time.
3. *access* : approach
My friend got a house allotted because his father had *access* to the District Supply Officer.
- excess* : more than is expected or proper
Excess of every thing is bad.
4. *adapt* : make suitable for a new need
We have *adapted* ourselves to the cold climate of Britain.
- adept* : expert
My sister is *adept* in knitting.
- adopt* : take (an idea, custom, etc.) and use
We have *adopted* scientific methods of farming to increase our food production.
5. *affect* : act on
His bad health adversely *affected* his performance in the examination.
- effect* : result, outcome
The warning given to some employees had little *effect* on their working.
6. *all ready* : entirely prepared
The competitors are *all ready* for the march-past.
- already* : previously
The chief guest has *already* arrived.

7. *all together* : entirely in company with
 There were ten prizes *all together* for girl athletes.
- altogether* : entirely, in total
 Your problems are *altogether* different from ours.
8. *allusion* : indirect reference
 The speaker gave several *allusions* from famous works of literature to prove his point.
- illusion* : false idea or belief
 We are living in a world of *illusion*.
9. *altar* : raised platform on which offerings are made
 Some orthodox people still make animal sacrifice at the *altar* of gods and goddesses.
- alter* : change in character, appearance
 They have *altered* the original plan.
10. *alternate* : by turn, one after the other
 Mr. Pandey and Mr. Saxena teach us on *alternate* days.
- alternative* : in place of something else
 We were left with no *alternative* but to vacate the house.
11. *artful* : cunning, clever
 The contractor was *artful* enough to get the matter settled in his favour.
- artificial* : not natural or real
Artificial jewellery has become quite popular these days.
- artistic* : done with skill and good taste, of art or artists
 The visitors were impressed by the *artistic* arrangement of curios in his drawing room.
12. *artist* : person who practises one of the fine arts
 Leonardo da Vinci was a great *artist*.
- artiste* : professional singer, actor, dancer
 A troupe of Russian *artiste* will present a ballet tonight.
13. *ascent* : way up, upward movement

- The *ascent* of Mt. Everest was a historic event.
- assent* : agreement, approval
The President has given his *assent* to the bill passed by the parliament.
14. *beside* : close to, at the side of
My house stands *beside* a mosque.
- besides* : in addition to, as well as
Besides the Manager, six members of the managing committee recommended my name for promotion.
15. *canvas* : strong, coarse cloth for tents, sails or for oil paintings by the artists
Canvas shoes are comfortable for walking.
- canvass* : go from person to person and ask for vote
I shall *canvass* for a candidate who promises to work for the uplift of the poor and the down-trodden.
16. *casual* : happening by chance
A *casual* look at your application showed that you were not eligible for the post.
- causal* : of cause and effect
We can not ignore the *causal* relationship that exists between our deeds and our fortune.
17. *careless* : (of a person) not taking care
I cannot entrust this work to my peon because he is a bit *careless*.
- carefree* : free from care or worry
My father is leading a *carefree* life after his retirement.
18. *chord* : string (of a harp, etc.)
You can not play on a sitar with a broken *chord*.
- cord* : twisted threads thicker than string but thinner than rope
The wood-cutter tied the faggot of wood with a strong *cord*.

19. *cite* : give or mention as an example
Can you *cite* any lines from the poems by Tagore.
- site* : place where something was, is or is to be
The *site* for the new building of our school has been selected.
- sight* : power of seeing
This boy lost his *sight* in his childhood.
20. *classic* : famous because of a long history
India's struggle for freedom is a *classic* example of a non-violent movement.
- classical* : of proved value because of having passed the test of time
My sister is keen on learning *classical* Indian music.
21. *coarse* : rough, not fine
The excise duty on *coarse* cloth is much less than on fine cloth.
- course* : forward movement in space or time
The participants were requested not to ask any questions during the *course* of the lecture.
22. *collision* : colliding
The two vehicles were badly damaged in the *collision* last night.
- collusion* : secret agreement or understanding for a wrong purpose
The police nabbed two smugglers who conducted their activities in *collusion* with some dishonest officials of the customs department.
23. *complement* : that which makes something complete
My mother's salary is a *complement* to the income of the family.
- compliment* : expression of admiration, approval
My friends sent their *compliments* on my success in the examination.

24. *confidant* : person who is trusted with private affairs or secrets
The present personal assistant of the minister is his close *confidant*.
- confident* : having or showing confidence
My son was *confident* of getting a first division in the High School Examination.
25. *considerable* : deserving to be considered great, much
Our new Manager has *considerable* experience of dealing with labour problems.
- considerate* : thoughtful (to the needs, etc. of others)
The principal is quite *considerate* to his staff.
26. *corps* : One of the technical branches of an army
My youngest son has been selected for Army Engineering *Corps*.
- corpse* : dead body (especially of a human being)
The *corpse* of the dacoit has been sent for post mortem.
27. *council* : group of persons appointed, elected or chosen to give advice
Is your uncle a member of the Legislative *council* of Uttar Pradesh.
- counsel* : advice, advocate
Good boys generally listen to the *counsel* of their elders.
Mr. Chatterjee is a senior *counsel* of the Bar of High Court.
28. *credible* : that can be believed
The statement of the gatekeeper is not *credible*.
- credulous* : (too) ready to believe things
The head clerk in our office is such a *credulous* person that any one can cheat him.
29. *deference* : respect
All the students of my class treat Mr. Gupta with great *deference*.

- difference* : the state of being unlike
There can be a *difference* of opinion on the issue.
30. *deprecate* : feel and express disapproval of
Our principal *deprecates* making frequent changes in the time-table.
- depreciate* : say that something has little value
The efforts of social workers, howsoever small, should not be *depreciated*.
31. *descent* : coming or going down
On the *descent* of the mountain, we felt completely exhausted.
- dissent* : disapproval, disagreement
Despite the strong *dissent* from the opposition members, the bill was passed.
32. *discover* : find out, get knowledge of
Columbus *discovered* America.
- invent* : create or design something not existing before
Marconi *invented* wireless telegraphy.
33. *disinterested* : not influenced by personal feelings or interests
The judge was *disinterested* while hearing the case.
- uninterested* : showing lack of interest
My father is *uninterested* in watching television.
34. *distinct* : clear
One can see a *distinct* change in her accent of English after her visit to the U.K.
- distinctive* : characteristic
The minister of human resource development highlighted the *distinctive* features of the new education policy.
35. *draught* : current of air in a room or chimney
The *draught* of air is so refreshing in summer.
- drought* : want of rain

- The government is making all out efforts to help the villagers face the *drought*.
36. *dual* : of two, double
I don't approve of your *dual* policy in administration.
- duel* : a two-sided contest
Rustam killed Sohrab in the *duel*.
37. *eatable* : fit to be eaten
This bread is not *eatable* because it has gone bad.
- edible* : things fit to be eaten
Our country imports *edible* oils.
38. *economic* : related to economics
We need a sound *economic* policy for the all round development of our country.
- economical* : not wasteful
The use of cooking gas is more *economical* than the use of firewood in cities.
39. *effective* : able to bring about the result intended
The anti-dowry act has proved *effective* in checking dowry deaths of young women.
- efficacious* : producing the desired result
This medicine is an *efficacious* cure for malaria.
40. *egoist* : one who always thinks of oneself, selfish person
We cannot expect of an *egoist* to be considerate to others sacrificing his own interests.
- egotist* : a self-conceited fellow
This man considers himself superior to all. He is an *egotist*.
41. *eligible* : fit, having the right qualifications
You are not *eligible* for the post because you are over age.
- illegible* : that cannot be read
You cannot get good marks if your writing is *illegible*.

42. *eminent* : noted, distinguished
Dr. Radhakrishnan was an *eminent* scholar of Indian philosophy.
- imminent* : likely to happen soon, urgent
If terrorists are not dealt with a heavy hand violence in some part or the other of the country is *imminent*.
43. *ensure* : to make sure, to confirm
You must *ensure* the delivery of this letter in time.
- insure* : make a contract securing payment of a sum of money in case of accident, loss, injury, etc.
All the shops in the Azad market were *insured*.
44. *enviable* : causing envy
Our country has made *enviable* progress in the field of electronics.
- envious* : full of envy or having envy
Some developed countries are *envious* of the progress of developing countries.
45. *estimate* : approximate calculation (of size, cost, etc.)
The *estimate* of the construction of a new block has been sent to the government for approval.
- estimation* : esteem, regard
Lal Bahadur Shastri was held in great *estimation* all over the country.
46. *exhausting* : tiring
Our long pilgrimage to Badrinath was quite *exhausting*.
- exhaustive* : thorough
We shall make an *exhaustive* survey of the area before drawing up the plan.
47. *expense* : spending (of money, time, energy, etc.)
They cannot be allowed to spend wastefully at the *expense* of the party.

- expanse* : wide area
There was a vast *expanse* of beautiful flowers in the valley.
48. *fair* : market held periodically in a particular place
The village children enjoyed themselves in the *fair*.
- fare* : money charged for a journey (by bus, train, ship, etc.)
What is the air *fare* from Allahabad to Calcutta?
49. *feet* : plural of foot
We should try to stand on our own *feet*.
- feat* : something difficult well done showing skill or daring
It was a wonderful *feat* of our armed forces to drive away the enemy in Chushool.
50. *forceful* : (of a person, his character) full of force
The Prime Minister made a *forceful* appeal to the public to work hard and get rid of poverty.
- forcible* : done by force
The police checked the *forcible* entry of anti-social elements in the assembly hall.
51. *graceful* : showing grace
Udai Shanker presented a *graceful* dance.
- gracious* : showing kindness
It was *gracious* of the principal to attend my birth-day party.
52. *healthful* : promoting health, health giving
An early walk in the morning is *healthful*.
- healthy* : having good health
My son is *healthy* and strong.
53. *historic* : famous in history
Pt. Jawaharlal Nehru made a *historic* speech on August 15, 1947.

- historical* : belonging to history
 My friend from Britain was interested in visiting places of *historical* interest.
54. *honorary* : (of a position) unpaid
 My father was an *honorary* magistrate.
- honourable* : deserving honour, worthy of honour
 Teaching is considered an *honourable* profession.
55. *human* : (of man or mankind) contrasted with animals, God
 To err is *human*; to forgive is divine.
- humane* : kind-hearted
 We can contribute a great deal to the happiness of mankind if we become *humane*.
56. *imaginary* : unreal, existing only in the mind
 We shall have to shake off our *imaginary* fears if we want to fight evil in the world.
- imaginative* : having, using imagination
Imaginative people should be encouraged to come forward with their schemes of national integration and communal harmony.
57. *incite* : rouse, stir up
 People who *incite* communal passions should be dealt with a heavy hand.
- insight* : power of seeing with the mind (into a problem)
 Sardar Patel was a man of *insight*. He took bold steps for the abolition of princely states in our country.
58. *industrious* : laborious, hardworking
 The boy who secured the first position in my class is both intelligent and *industrious*.
- industrial* : of industries.
 There is a great deal of pollution in the *industrial* towns.
59. *judicial* : of or by a court of justice, legal
 The clerk has been suspended and *judicial*

- judicious* : proceedings have been started against him.
showing or having good sense
Our principal is *judicious* enough to consider our reasonable demands.
60. *limit* : line or point that may not be and cannot be passed
There is no *limit* to one's wants.
- limitation* : condition of being limited
You must realize that I have my own *limitations* and I cannot go beyond them.
61. *lose* : have no longer, possess no longer
I don't want to *lose* the confidence of my officer.
- loose* : free, not tight or tied
I wear *loose* clothes.
62. *loudly* : in a loud manner
I could not sleep because the fellow passengers continued talking *loudly* the whole night.
- aloud* : in a voice loud enough to be heard
Please read the last paragraph *aloud*.
63. *memorable* : deserving to be remembered
January 26 is a *memorable* day for the people of our country.
- memorial* : something made or done to remind people of an event, person etc.
There stands a grand *memorial* of Chandra Shekhar Azad in Alfred Park in Allahabad.
64. *meter* : apparatus which measures, especially one that records the amount of whatever passes through it, or the distance travelled, fare payable etc.
I can't tell you the speed of the scooter because its *meter* is not working.
- metre* : unit of length in the metric system
Cloth is sold by the *metre*.
65. *miner* : man who works in a mine underground

- minor* : The life of a *miner* is full of risks.
: less important
We should not waste our time over *minor* issues and discuss the major ones.
66. *need (s)* : requirements
We earn enough to satisfy our *needs*.
- knead* : make (flour and water) into a firm paste (dough) by working with the hands
You have to *knead* the flour if you want to make chapatis.
67. *negligent* : taking too little care
I have frequently found him *negligent* in his duty.
- negligible* : of little or no importance
The damage to the building by fire was *negligible*.
68. *ordinance* : order given by authority
The governor has passed an *ordinance* banning strike by the employees of essential services.
- ordnance* : artillery
My uncle works in Army *Ordnance* Department.
69. *persecute* : punish, treat cruelly especially because of religious beliefs
People who are not the followers of Islam, are sometimes *persecuted* in some Islamic countries.
- prosecute* : start legal proceedings against
Tresspassers will be *prosecuted*.
70. *practical* : concerned with practice
Are you familiar with the *practical* problems of the villagers?
- practicable* : that can be put into practice
This scheme is not at all *practicable*.
71. *prescribe* : advise or order the use of
The government has *prescribed* a set of new

- text-books in English for the Intermediate classes.
- proscribe* : denounce (a person, practice etc.) as dangerous ; prohibit.
The government *proscribed* the distribution of a pamphlet that incited communal passions.
72. *prudent* : acting only after careful thought
It was *prudent* of the Vice Chancellor to close the University when he apprehended violence on the campus.
- prudential* : related to, marked by prudence
The pilot had a *prudential* escape when the engine of the plane failed but the plane landed in a desert safely.
73. *rage* : furious anger
The villager axed his wife in a fit of *rage*.
- raise* : lift
We are making all efforts to *raise* the standard of our living.
- raze* : destroy ; pull down
Several villages were *razed* to the ground by the violent storm.
74. *rein* : long, narrow strap fastened to a bridle for controlling a horse
The horse rider pulled the *reins* of his horse and the horse stopped at once.
- reign* : rule
There were very few crimes during the *reign* of Alauddin Khilji.
75. *respectable* : deserving respect
Sri Moti Lal is a *respectable* social worker.
- respectful* : having or showing respect
All the students of my class are *respectful* to their teachers.
76. *rest* : condition of being free from activity, movement or disturbance

- I shall have some *rest* after finishing this work.
- wrest* : get by effort
The police tried to *wrest* a confession from the assassin.
77. *siege* : (period of) operation of armed forces to capture a fortified place
The *siege* of Arcot is famous in Indian history.
- seize* : take possession of (property etc) by law
The income tax officials raided the house of a businessman in our locality and *seized* a lot of smuggled goods and gold.
78. *sensible* : having or showing good sense, reasonable
The parents were *sensible* to permit their son to marry the girl of his choice.
- sensitive* : easily hurt, easily offended
I did not give any comments on Salma's story because she is a very *sensitive* story-writer.
- 79 *soar* : fly or go up high in the air
Keats *soared* on the wings of fancy in his poetry.
- sore* : (of a part of the body) tender and painful
I have been suffering from *sore* eyes for the last week.
80. *suit* : be convenient or right for
The six O'clock train in the morning for Lucknow does not *suit* me.
- suite* : a set of rooms (e.g. in a hotel)
We have booked a *suite* for you in a three star hotel.
81. *temporary* : lasting for a short time only
My brother has taken up a *temporary* job in a business firm.
- temporal* : of time, existing in time
We should not be proud of *temporal* power or pelf.

82. *tolerable* : that can be tolerated
We are getting *tolerable* food in the hostel mess.
- tolerant* : having or showing tolerance
My father is not *tolerant* of indiscipline.
83. *union* : uniting or being united, association formed by the unity of persons or group
The president of the college union is on hunger strike.
- unison* : accord or agreement
The employees of this factory work in unison.
- unity* : the state of being united
We are prepared to make any sacrifice for the *unity* of our country.
84. *vacation* : weeks during which educational institutions and law-courts stop work
I shall go to Kashmir during the summer *vacation*.
- vocation* : person's trade or profession
I haven't yet thought of any *vocation* for myself.
85. *virtual* : being in fact, but not accepted openly
The personal secretary of the Chairman is the *virtual* authority.
- virtuous* : having or showing virtue
A *virtuous* girl is an asset to the family.
86. *willing* : ready to do what is needed.
Every one loves him because he is a *willing* worker.
- wilful* : intentional, obstinate
The clerk has been suspended for *wilful* negligence of duty.
87. *umpire* : a person chosen to see that rules are obeyed in cricket and other games
The *umpire* declared the batsman out.
- empire* : group of countries under one ruler
There was a time when the sun never set in

- the British *Empire*.
88. *vain* : conceited, without use or value
The *vain* stag who was proud of its antlers was killed by the hounds.
- vein* : blood-vessel along which blood flows back to the heart
The medicine was injected into the *vein* for quick relief.
- wane* : become less or weaker
The influence of the zamindars *waned* gradually after the abolition of zamindari in our country.
89. *vale* : valley
The wretched parents looked for Lucy on hills and in the *vales* but found her nowhere.
- wail* : cry or complain in a loud, usually shrill voice
The young woman was *wailing* for her lost child.
90. *wave* : move or be moved to and fro, up and down
When the guard *waved* the green flag the train left the station.
- waive* : not to insist on
The age limit may be *waived* in case of candidates of exceptional merit.

20. ONE WORD FOR A GROUP OF WORDS

<i>alien</i>	: a person residing in a country of which he is not a citizen
<i>amateur</i>	: a person who pursues an art, games or sport for pleasure, not for money
<i>antidote</i>	: a medicine which counteracts poison or the effect of a disease
<i>atheist</i>	: a person who does not believe in the existence of God
<i>anonymous</i>	: of unknown or undeclared source or authorship
<i>astronaut</i>	: a traveller in space
<i>autobiography</i>	: the life story of a person written by himself
<i>autocracy</i>	: Government by a ruler who has unlimited power
<i>bigot</i>	: a person who holds strongly to an opinion or belief in defiance of reason or argument
<i>bureaucracy</i>	: Government chiefly run by the officials of the government
<i>cemetery</i>	: place for burials, other than a churchyard
<i>centenary</i>	: (festival) of the hundredth anniversary
<i>cosmopolitan</i>	: a person free from national attachments or prejudices
<i>crematorium</i>	: place for cremating (burning to ashes) corpses
<i>edible</i>	: fit to eat or consume
<i>egoist</i>	: a selfish person who always thinks of himself
<i>emigrant</i>	: A person who leaves his own country and settles in another country
<i>extempore</i>	: (spoken or done) without previous preparation
<i>fatal</i>	: which may cause death
<i>fatalist</i>	: one who believes in fate
<i>homicide</i>	: killing of a human being specially by another
<i>honorary</i>	: office without pay or emolument
<i>inaccessible</i>	: which cannot be reached
<i>invincible</i>	: which cannot be conquered
<i>immigrant</i>	: a person who comes as a permanent resident in foreign country
<i>inaudible</i>	: which cannot be heard
<i>incredible</i>	: which is difficult to believe

<i>illegible</i>	: which cannot be read
<i>illiterate</i>	: a person who cannot read or write
<i>infanticide</i>	: killing of an infant soon after birth especially with mother's consent
<i>incorrigible</i>	: which cannot be corrected
<i>indelible</i>	: which cannot be effaced
<i>infallible</i>	: a person who cannot make a mistake
<i>invincible</i>	: too strong to be overcome or defeated
<i>irreparable</i>	: that which cannot be repaired
<i>mercenary</i>	: a person working only for money or reward
<i>martyr</i>	: one who undergoes penalty of death or suffering for any great cause
<i>manuscript</i>	: a hand-written book or document
<i>notorious</i>	: widely known for evil deeds
<i>obsolete</i>	: no longer in use
<i>omnipotent</i>	: having infinite power
<i>optimist</i>	: one who looks at the bright side of things
<i>orphan</i>	: a child whose parents are dead
<i>orthodox</i>	: holding conventional beliefs specially in matters of religion
<i>parasite</i>	: animal or plant living on or in another one and getting its food from it
<i>pessimist</i>	: one who looks at the dark side of things
<i>philanthropist</i>	: lover of mankind
<i>posthumous</i>	: born after the death of its father
<i>teetotaler</i>	: one who totally abstains from alcoholic liquor
<i>unanimous</i>	: of one mind or opinion
<i>usurer</i>	: a person who lends money at a very high rate of interest
<i>veteran</i>	: a person with long experience
<i>widow</i>	: a woman whose husband is dead
<i>widower</i>	: a man whose wife is dead
<i>zoo</i>	: a place where birds, animals etc. are kept

21. SYNONYMS

A	<i>abandon</i>	: relinquish, give up, abdicate, forsake
	<i>aid</i>	: assistance, help, support, relief
	<i>adept</i>	: skilful, dexterious, apt, expert
	<i>apology</i>	: excuse, regret, pardon, amends
	<i>arrogance</i>	: pride, haughtiness, insolence, presumptuousness
	<i>ascent</i>	: elevation, rise, upswing, lift
	<i>attack</i>	: assault, onslaught, aggression, invasion
	<i>attain</i>	: win, gain, achieve, succeed
B	<i>bane</i>	: curse, mischief, scourge, harm
	<i>banish</i>	: exile, dismiss, expel
	<i>bear</i>	: endure, tolerate, suffer, sustain
	<i>belief</i>	: faith, trust, confidence, credence
	<i>benefit</i>	: profit, advantage, gain, good
	<i>brave</i>	: courageous, fearless, valiant, bold
	<i>build</i>	: make, construct, fashion, erect
	<i>busy</i>	: occupied, engaged, engrossed, employed
C	<i>candid</i>	: frank, straightforward, outspoken, blunt
	<i>capture</i>	: seize, apprehend, arrest, nab
	<i>champion</i>	: defender, protector, supporter, victor
	<i>chaste</i>	: virtuous, pure, undefiled, clean
	<i>commend</i>	: praise, applaud, approve, compliment
	<i>conceal</i>	: hide, veil, shroud, disguise
	<i>concern</i>	: anxiety, worry, solicitude, import
	<i>confess</i>	: acknowledge, avow, own, admit
	<i>conflict</i>	: fight, strife, clash, collision
	<i>conquer</i>	: win, overcome, vanquish, triumph
	<i>considerate</i>	: thoughtful, kind, humane, sympathetic
	<i>contain</i>	: receive, include, comprise, hold
	<i>contribute</i>	: give, subscribe, help, assist
	<i>convict</i>	: criminal, prisoner, captive
	<i>copious</i>	: adequate, abundant, ample, plentiful
	<i>corrupt</i>	: demoralised, dishonest, debased, pervert

<i>courage</i>	: bravery, valour, audacity, boldness
<i>cultivate</i>	: form, grow, develop, foster
<i>cunning</i>	: crafty, witty, shrewd, sly
<i>curtail</i>	: shorten, abate, reduce, diminish

D <i>dead</i>	: deceased, lifeless, obsolete, extinct
<i>decide</i>	: settle, determine, fix, finalize
<i>deduce</i>	: infer, conclude, reckon, derive
<i>deed</i>	: act, action, work, exploit, achievement
<i>defeat</i>	: foil, conquer, overcome, frustrate
<i>defer</i>	: delay, suspend, postpone, stay
<i>dejection</i>	: depression, grief, sorrow, despondency
<i>delay</i>	: postpone, procrastinate, dally, put off
<i>deliberate</i>	: intentional, cool, studied, thoughtful
<i>delightful</i>	: pleasing, enjoyable, charming, alluring
<i>deliver</i>	: relieve, rescue, redeem, discharge
<i>demolish</i>	: destroy, raze, wreck, wipe out
<i>denounce</i>	: decry, censure, accuse, curse
<i>depict</i>	: delineate, show, exhibit, portray
<i>derogatory</i>	: discreditable, disparaging, defamatory humiliating
<i>desolate</i>	: bleak, barren, lonely, forlorn
<i>despise</i>	: scorn, disdain, dislike, detest
<i>destination</i>	: goal, end, objective, target
<i>destroy</i>	: demolish, ruin, devastate, raze
<i>determination</i>	: resolution, will, firm decision, judgment
<i>devastate</i>	: ravage, destroy, pillage, ruin
<i>develop</i>	: grow, cultivate, produce, evolve
<i>devotee</i>	: enthusiast, worshipper, votary, disciple
<i>dexterious</i>	: skilful, deft, clever, adept
<i>diminish</i>	: lessen, reduce, waive, dwindle
<i>disaster</i>	: calamity, misfortune, tragedy, catastrophe
<i>discard</i>	: reject, abandon, eliminate, repudiate
<i>discord</i>	: strife, disagreement, dissension, contention
<i>discover</i>	: disclose, reveal, discern, find
<i>disgrace</i>	: degradation, dishonour, humiliation, insult

<i>display</i>	: show, exhibit, disclose, manifest
<i>dispute</i>	: argument, controversy, quarrel, contention
<i>distress</i>	: discomfort, trouble, grief, anxiety
<i>distribute</i>	: divide, classify, scatter, apportion
<i>diversity</i>	: difference, dissimilarity, variation, variety
<i>divine</i>	: godlike, super human, celestial, holy
<i>docile</i>	: gentle, submissive, teachable, tractable
<i>dreadful</i>	: fearful, horrible, dire, awful
<i>dull</i>	: stupid, monotonous, blunt, boring
<i>dynamic</i>	: forceful, vigorous, impelling, propulsive

E <i>earnest</i>	: serious, solemn, fervent, determined
<i>ecstasy</i>	: joy, bliss, rapture, enthusiasm
<i>effort</i>	: attempt, endeavour, trial, venture
<i>emerge</i>	: issue, appear, arise, come forth
<i>encourage</i>	: strengthen, inspire, embolden, animate
<i>endeavour</i>	: attempt, struggle, seek, strive
<i>endure</i>	: continue, last, abide, sustain
<i>enemy</i>	: foe, opponent, adversary, antagonist
<i>enormous</i>	: huge, excessive, stupendous, tremendous
<i>enthusiasm</i>	: spirit, force, zeal, fervour
<i>entreat</i>	: request, implore, plead, solicit
<i>eradicate</i>	: abolish, eliminate, uproot, exterminate
<i>erect</i>	: raise, build, construct, set-up
<i>esteem</i>	: respect, regard, estimation, honour
<i>eternal</i>	: endless, everlasting, immortal, perpetual

F <i>fabricate</i>	: build, construct, invent, make up
<i>fade</i>	: pale, dim, vanish, languish
<i>faint</i>	: swoon, fade, weaken, dim
<i>fame</i>	: distinction, renown, eminence, repute
<i>fatal</i>	: deadly, lethal, mortal, fateful
<i>fierce</i>	: ferocious, savage, violent, aggressive
<i>flaw</i>	: defect, fault, imperfection, mistake
<i>foil</i>	: frustrate, baffle, circumvent, balk
<i>forbid</i>	: prohibit, inhibit, ban, interdict
<i>fortitude</i>	: courage, patience, endurance

	<i>frenzy</i>	: fury, rage, excitement, enthusiasm
G	<i>gift</i>	: present, donation, bounty, contribution
	<i>gloom</i>	: dejection, shadow, obscurity, darkness
	<i>grief</i>	: sorrow, distress, affliction, tribulation
	<i>gruesome</i>	: fearful, ghastly, grisly, hideous
H	<i>hardship</i>	: difficulty, adversity, calamity, affliction
	<i>haughty</i>	: arrogant, proud, overbearing, supercilious
	<i>haven</i>	: refuge, sanctuary, shelter, protection
	<i>holy</i>	: pious, saintly, blessed, godly
	<i>homage</i>	: respect, tribute, veneration, reverence
	<i>horror</i>	: dread, terror, disgust, aversion
	<i>hostage</i>	: security, pledge, guarantee, bond
	<i>humane</i>	: kind, merciful, tender, sympathetic
	<i>humble</i>	: modest, meek, submissive, paltry
I	<i>ideal</i>	: model, paragon, perfect, example
	<i>idle</i>	: inactive, unemployed, useless, futile
	<i>ignoble</i>	: vile, base, low, detestable
	<i>illustrious</i>	: renowned, eminent, distinguished, famous
	<i>immense</i>	: vast, great, tremendous, huge
	<i>immortal</i>	: everlasting, eternal, divine, deathless, imperishable
	<i>impediment</i>	: hindrance, obstacle, block, obstruction
	<i>incessant</i>	: endless, continual, unceasing, uninterrupted
	<i>incite</i>	: stir, urge, provoke, instigate
	<i>independence</i>	: freedom, liberty, self-reliance, self-government
	<i>indifference</i>	: neutrality, coldness, apathy, unconcern
	<i>industrious</i>	: active, hardworking, diligent, assiduous
	<i>infinite</i>	: limitless, boundless, timeless, endless
J	<i>junk</i>	: rubbish, waste, refuse, trash
K	<i>knave</i>	: rogue, rascal, scamp, miscreant
L	<i>lack</i>	: want, deficiency, shortage, need
	<i>languish</i>	: weaken, fail, fade, decline

	<i>lazy</i>	: indolent, slothful, slow, sluggish
	<i>liberty</i>	: freedom, independence, emancipation, privilege
M	<i>magnificent</i>	: grand, splendid, noble, superb
	<i>manifest</i>	: bring forward, show, display, disclose
	<i>massacre</i>	: killing, butchery, slaughter, carnage
	<i>melancholy</i>	: dejected, depressed, dispirited, sad
	<i>mourn</i>	: lament, grieve, bewail, bemoan
	<i>mutiny</i>	: rebellion, revolt, uprising, insurgence
	<i>mysterious</i>	: baffling, inscrutable, obscure, enigmatic
N	<i>naughty</i>	: disobedient, wayward, mischievous, troublesome
	<i>nefarious</i>	: evil, unlawful, shameful, wicked
O	<i>obligatory</i>	: compulsory, imperative, necessary, unavoidable
	<i>obsolete</i>	: extinct, outworn, discarded, antiquated
	<i>obstacle</i>	: hindrance, difficulty, barrier, obstruction
	<i>obtain</i>	: acquire, get, procure, attain
	<i>obvious</i>	: manifest, clear, evident, plain
	<i>offence</i>	: insult, affront, attack, wrong
	<i>officious</i>	: interfering, meddlesome, obtrusive, presumptuous
	<i>oppressive</i>	: tyrannical, cruel, onerous, grinding
	<i>oust</i>	: depose, evict, remove, dislodge
	<i>outlaw</i>	: criminal, bandit, fugitive, desperado
	<i>outstanding</i>	: prominent, exceptional, remarkable, eminent
	<i>overcome</i>	: conquer, defeat, overthrow, surmount
P	<i>pact</i>	: treaty, bargain, agreement, accord
	<i>pardon</i>	: forgive, excuse, overlook, tolerate
	<i>peak</i>	: summit, top, apex, pinnacle
	<i>pensive</i>	: thoughtful, reflective, sad, dejected
	<i>perennial</i>	: enduring, ever-lasting, endless, persistent
	<i>peril</i>	: danger, hazard, risk, chance
	<i>perpetual</i>	: eternal, everlasting, ceaseless, incessant

<i>pierce</i>	: puncture, penetrate, bore, wound
<i>plausible</i>	: credible, reasonable, believable, defensible
<i>plead</i>	: assert, state, urge, allege
<i>pledge</i>	: promise, security, vow, oath
<i>polite</i>	: civil, courteous, polished, refined
<i>ponder</i>	: think, muse, reflect, deliberate
<i>postpone</i>	: procrastinate, delay, defer, shelve
<i>praise</i>	: commendation, acclaim, approval, applause
<i>pray</i>	: implore, beg, request, entreat
<i>precarious</i>	: dangerous, risky, unsafe, insecure
<i>precious</i>	: priceless, costly, invaluable, dear
<i>prevent</i>	: hinder, stop, check, restrain
<i>prize</i>	: trophy, medal, award, laurel
<i>probe</i>	: search, investigate, explore, verify
<i>proceed</i>	: continue, progress, advance, move
<i>proficient</i>	: expert, adept, well-versed, skilful
<i>prominent</i>	: notable, salient, distinguished, eminent
<i>protect</i>	: defend, guard, shield, save
<i>prudence</i>	: discretion, carefulness, caution, foresight
Q <i>quarrel</i>	: altercation, wrangle, dispute, controversy
<i>queer</i>	: odd, strange, giddy, faint
<i>quiet</i>	: peaceful, tranquil, serene, silent
<i>quit</i>	: resign, abandon, leave, stop
R <i>rage</i>	: fury, frenzy, wrath, craze
<i>raise</i>	: lift, stir up, incite, increase
<i>raze</i>	: demolish, destroy, level, obliterate
<i>recover</i>	: regain, redeem, salvage, recuperate
<i>regard</i>	: respect, esteem, consider, note
<i>release</i>	: free, liberate, give out, relinquish
<i>reliable</i>	: trustworthy, dependable, responsible
<i>rescue</i>	: liberate, set free, deliver, save
<i>rigid</i>	: stiff, inflexible, strict, unyielding
<i>rival</i>	: competitor, opponent, contender, antagonist
<i>rude</i>	: barbaric, uncivil, insolent, discourteous
<i>ruin</i>	: destruction, downfall, wreak, perdition

S	<i>sacred</i>	: sacrosanct, holy, consecrated, sanctified
	<i>savage</i>	: wild, barbarous, uncivilized, rude
	<i>scorn</i>	: contempt, despise, derision, disdain
	<i>scrupulous</i>	: exact, careful, fastidious, meticulous
	<i>seize</i>	: grasp, capture, arrest, confiscate
	<i>soothe</i>	: quiet, assuage, console, comfort
	<i>splendid</i>	: gorgeous, magnificent, glorious, resplendent
	<i>spontaneous</i>	: instinctive, automatic, involuntary natural
	<i>spurious</i>	: false, counterfeit, sham, spacious
	<i>strange</i>	: unusual, odd, unfamiliar, queer
	<i>strife</i>	: contention, rivalry, discord, dispute
	<i>struggle</i>	: fight, battle, strive, endeavour
	<i>summit</i>	: top, apex, zenith, peak
T	<i>target</i>	: aim, mark, goal, object
	<i>tedious</i>	: wearisome, boring, dull, monotonous
	<i>timid</i>	: cowardly, timorous, shy, diffident
	<i>tremendous</i>	: stupendous, colossal, huge, extra-ordinary
	<i>trust</i>	: faith, reliance, confidence, belief
U	<i>understanding</i>	: discernment, comprehension, insight, perception
	<i>unique</i>	: singular, unequalled, matchless, unprecedented
	<i>uphold</i>	: maintain, support, champion, approve
	<i>uproar</i>	: tumult, hubbub, pandemonium, bedlam
V	<i>urge</i>	: solicit, plead, exhort, press
	<i>vague</i>	: unclear, indistinct, obscure, indefinite
	<i>vanish</i>	: disappear, fadeout, dissolve, become invisible
	<i>venture</i>	: dare, risk, hazard, undertake
	<i>vice</i>	: wickedness, frailty, degradation, sin
W	<i>victory</i>	: conquest, triumph, success, winning
	<i>vigilant</i>	: alert, wary, watchful, cautious
	<i>waive</i>	: decrease, lessen, diminish, fade
	<i>wicked</i>	: evil, bad, heartless, cruel

	withhold	: restrain, detain, holdback, suppress
	wreck	: destruction, ruin, collision, crash
	wretched	: miserable, mean, unfortunate, deplorable
Y	yearn	: pine, long, hanker, grieve
	yield	: product, produce, give in, succumb
Z	zeal	: earnestness, passion, enthusiasm, eagerness
	zenith	: summit, top, apex, climax

22. ANTONYMS

A

ability
above
acceptance
advance
adversity
ancient
arrest
arrival
ascent
attack
armament
ample
absurd
acquit

inability
below
refusal, rejection
retreat
prosperity
modern
release, free
departure
descent
defend, defence
disarmament
measly
reasonable
convict

B

barbaric
blunt
bravery
belief
beautiful
beneficial
barren
blessing
boon
busv

civil
sharp
cowardice
disbelief
ugly
injurious, harmful
fertile
curse
bane
idle

C

care
cheerful
compare
confidence
consent
concord
confess
courageous

neglect
gloomy, pensive
contrast
diffidence
dissent
discord
deny
timid

complicated
converge
civilized
creation
cautious

simple
diverge
savage, wild
destruction
reckless, negligent

D

dead
defeat
defence
deep
desolate
domestic
docile
distress
deficit
demand
dull
dwarf
dynamic

alive
victory
offence
shallow
inhabited
wild
stubborn
comfort
surplus
supply
bright, interesting
giant
static

deposit
diminish

withdraw
increase

E

economical
easy
encourage
expedite
entrance
ebb
earn
enjoyment

extravagant, uneconomical
difficult
discourage
delay
exit
flow
spend
suffering

F

fame
failure
frank
freedom

obscurity
success
reserved
slavery

Antonyms

flexible	rigid
front	rear, back
fine	coarse
frown	smile
foreign	native
fresh	stale
friendly	hostile
friend	foe, enemy
full	empty
firm	wavering, fickle
fortune	misfortune

G	gain	loss
	genuine	spurious, counterfeit
	guest	host

H	honest	dishonest, corrupt
	honour	shame, dishonour
	hope	despair
	humble	proud, conceited
	humility	insolence
	heaven	hell
	heredity	environment

I	import	export
	increase	decrease
	include	exclude
	initial	final
	innocent	guilty

J	junior	senior
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K	knowledge	ignorance
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L	lack	abundance
	like	unlike, dislike
	logical	illogical, absurd

	literate	illiterate
	legitimate	illegitimate
	lad	lass
M	make	mar
	material	spiritual
	maximum	minimum
	merit	demerit
	miser	spendthrift
	mortal	immortal
	mourn	rejoice
N	noble	ignoble, mean
	natural	artificial, unnatural
O	optimistic	pessimistic
	oral	written
P	pain	pleasure
	peace	war
	plenty	scarce
	praise	blame
	proud	humble
	punishment	reward
	pure	impure, adulterated
	polite	impolite, rude
	poverty	affluence
	progressive	orthodox
Q	quiet	noisy
R	religious	secular, irreligious
	rational	irrational, emotional
	reveal	conceal
	raw	ripe, finished
S	sacred	profane
	servant	master
	steadfast	fickle

Antonyms

	superiority	inferiority
	slow	fast
	solid	liquid
	sweet	sour
T	tragedy	comedy
	transparent	opaque
U	unity	diversity
V	virtue	vice
	violent	non-violent, peaceful
	voluntary	compulsory
	victor	vanquished
	vague	definite, precise
W	wisdom	folly



केवल मुखपृष्ठ राजकीय मुद्रणालय, इलाहाबाद में मुद्रित

पं० एम० ए० बी०—३३ पं० ० लि० ए०—२३-४-८७—४,८०,००० (आपत्तेय) ।

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